

# **Gardner-Webb College**

*1984-1985 Catalog*





## Gardner-Webb College

Dear Friend:

Personal and intellectual growth are the goals we set for our students at Gardner-Webb College. There are certain affirmations about the college which are important for you to understand.

Gardner-Webb is a *college*. Our first responsibility as an institution is to be a college of the first order. No amount of ecclesiastical aura or spiritual halos will excuse a second class job of education. No amount of athletic victories or NAIA Championships will compensate for a job poorly done educationally. The academic integrity of this institution is absolutely vital to any justification for Gardner-Webb's continued existence.

Gardner-Webb is a *liberal arts* college. This term pinpoints the nature of our academic program—our focus is on the liberating arts—the disciplines which help our students understand themselves, relate themselves to others, both past and future, and relate themselves to their universe.

Gardner-Webb is a *church-related*, liberal arts college. It is this characteristic which will provide the perspective for our educational enterprise.

The unifying principle for Gardner-Webb—the fact which ties all the disciplines and all the truths uncovered by those disciplines together—is theology. All truth comes from God and leads ultimately to God—the Alpha and the Omega, the beginning and the end. With theology as the unifying element, our students should be enabled to make value judgments, independent decisions informed by criteria of the Christian faith. And with this perspective on learning, we will be obliged to reach out in practical service to our constituencies rather than merely contenting ourselves with introspective and philosophical adventures of the mind. Because theology is the unifying theme of our college, academic superiority *must* be our primary characteristic. Academic inferiority is theologically unsound. The Christian faith focuses on the highest *ideal* example of Christianity. As a Christian institution of higher education we must focus on the highest *ideals* of education, just as the Christian individual must focus on the highest ideals of humanity. To do otherwise is to deny the ideals of our faith.

Gardner-Webb is an *independent*, church-related, liberal arts college. The free enterprise system should find its loudest and most informed advocate in the independent college. Independent businesses and independent colleges share in common the belief that organizations should operate relatively free of government rules, regulations, and procedures.

I hope you will want to know more about Gardner-Webb College. We will be eager to talk with you about our College.

Sincerely,

Craven E. Williams

## Table of Contents

	Page
General Information . . . . .	3
Admissions . . . . .	10
Financial Information . . . . .	15
Student Life and Services . . . . .	33
Academic Information . . . . .	41
Course Descriptions . . . . .	51
The Broyhill School of Management . . . . .	51
Education . . . . .	59
English Language and Literature . . . . .	65
Fine Arts . . . . .	71
Foreign Language and Literature . . . . .	79
Health Education and Physical Education . . . . .	85
Mathematical Sciences . . . . .	93
Natural Sciences . . . . .	99
Psychology . . . . .	107
Religious Studies and Philosophy . . . . .	110
Social Sciences . . . . .	116
Special Degree Programs . . . . .	124
The Davis School of Nursing . . . . .	128
Registry of Trustees . . . . .	141
Faculty . . . . .	142
Administrative Staff . . . . .	151
Academic Calendar . . . . .	156
Index . . . . .	159

## Catalog Requirements

The conditions and policies set forth in this catalog have binding effect upon the college and students for the academic year in which it is in force. The college reserves the right to make necessary changes and corrections. Where changes are made in graduation requirements the college accepts a moral obligation to provide students the conditions effective the year of their most recent continuous enrollment or an alternative which would not be punitive. Otherwise, all other requirements are effective and in force upon publication of changes. Appeals may be handled as described on page 42.

---

# General Information

---

## Accreditation

Gardner-Webb College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools. It is also accredited by the National League of Nursing, and The National Association of Schools of Music, and is authorized by the immigration authorities of the United States for the training of foreign students.

## Purpose

The purpose of Gardner-Webb College is to develop quality Christian students who think for themselves, and who will dedicate themselves to the Christian way of life in the vocation of their own choice. This overarching purpose is implemented through the pursuit of four goals:

1. Providing a liberal arts orientation for all students and offering complete programs of study in the liberal arts to those who desire them.
2. Offering students specialized professional and pre-professional preparation in selected areas.
3. Identifying and serving the educational, spiritual, recreational, cultural, social, and economic needs of its students and others in the surrounding area.
4. Fostering those social, cultural, and ethical standards generally supported by evangelical Christianity (which emphasizes salvation by faith in the atoning death of Jesus Christ through personal conversion, the authority of the Scriptures, the proclamation of the Gospel, and personal commitment to Christ).

Gardner-Webb College is a liberal arts college, owned and operated by the Baptist State Convention of North Carolina. Campus life is characterized by friendliness and genuine concern for the individual student.

The purpose of Special Studies at Gardner-Webb College is to provide baccalaureate degree or personal enrichment educational opportunities for qualified adult learners. Specific emphasis is given to providing these special studies experiences during the evening hours near the student's home or place of occupation.

## History

From a movement initiated by the Kings Mountain Baptist Association in 1903, and later joined by the Sandy Run Baptist Association, the Boiling Springs High School, Incorporated, was chartered on December 2, 1905, as an institution "where the young . . . could have the best possible educational advantages under distinctive Christian influence." The institution became Boiling Springs Junior College in 1928.

In 1942, Governor O. Max Gardner began devoting his energy, time, and wealth to strengthening and guiding the school. Also that year, the name was changed to Gardner-Webb College in honor of the governor, his wife Mrs. Fay Webb Gardner, and their families.

Philip Lovin Elliott began an 18-year period as president in 1943 and initiated a community-service concept of education. His tenure was also marked by the college's admission to the North Carolina Baptist family of colleges in 1946 and accreditation by the Southern Association of Colleges and Schools in 1948.

Dr. E. Eugene Poston was selected president in 1961 and launched the ten-year "Decade of Advance" that resulted in the college's full accreditation as a senior college in 1971.

Dr. Craven E. Williams was selected by the Board of Trustees to be the ninth president of the college. His administration began August 1976.

The Greater Opportunities for Adult Learners (GOAL) Program, an Evening College academic program designed primarily for junior transfer students, was initiated in the fall semester of 1978. A Master of Arts in Education program was implemented in the summer of 1980. The Program for the Deaf was begun in 1977. The Broyhill Academy for the Study of Independent Concepts was established in 1978. The Summer Enrichment Experience for gifted students began in the summer of 1980.

In 1982, the Davis School of Nursing was begun which incorporated a new degree, the Bachelor of Science in Nursing, and the existing degree, the Associate of Arts in Nursing. In 1982 the B. E. Morris Academy for Christian Studies was established, and the Program for the Blind and Visually Impaired was initiated in 1983.

## Presidents

James Blaine Davis, 1928-30; Zeno Wall, 1930-32; James L. Jenkins, 1932-35; A. C. Lovelace, 1935-36; George J. Burnett, 1936-39; J. R. Cantrell, 1939-43; Philip Lovin Elliott, 1943-61; E. Eugene Poston, 1961-76; Craven Edward Williams, 1976-

## Location

Gardner-Webb is located in the Piedmont section of western North Carolina, one of the most beautiful and rapidly developing areas of our nation. Both Boiling Springs, the home of the college, and Shelby, a city of 17,000 which is seven miles to the east, are experiencing growth and development. The college is easily accessible, being located on N.C. 150 and only 3 miles from U.S. 74 and 13 miles from Interstate 85. Charlotte, the largest city in the Carolinas, is about 50 miles east of Boiling Springs.

## Campus

The campus encompasses 200 acres. The buildings and facilities are described in detail in subsequent sections of this catalog.

## Academic Programs

Gardner-Webb offers five distinct degree programs. The Bachelor of Science and Bachelor of Arts degrees are awarded through the comprehensive, four-year Baccalaureate Degree Program. The Master of Arts degree is offered in selected programs. The Associate Degree Program is a two-year program of study in the areas of interpreter training and nursing, resulting in the Associate in Arts degree. The Bachelor of Science in Nursing degree is a two-year program of study for registered nurses. Through a cooperative program with the Bowman Gray School of Medicine students may earn a Bachelor of Science degree leading to certification as a Physician Assistant. In conjunction with either the Bowman Gray School of Medicine or the Charlotte

Memorial Hospital, Gardner-Webb awards the Bachelor of Science degree in medical technology.

## The Broyhill Academy for the Study of Independent Concepts

The Broyhill Foundation, Inc., endowed the Academy and Gardner-Webb College is responsible for its operation. Other businesses and individuals have made sizeable gifts since the program was initiated. The Broyhill Academy's programs are designed to help citizens examine basic concepts and issues, especially the preservation of individualism and a free economic system. Through a variety of conferences, symposia, and publications the program provides information relative to economic, social, and ethical issues.

## B. E. Morris Academy for Christian Studies

The Reverend B. E. Morris, his family, and friends contributed generously to endow the B. E. Morris Academy for Christian Studies. The academy sponsors special learning opportunities both on and off campus to assist church and denominational leaders in their ministries. Workshops, short courses, retreats, lectures and seminars are used to teach biblical skills to enhance church growth and personal faith.

## Program for the Deaf

In conjunction with the Department of Deaf Ministries of the Baptist State Convention of North Carolina, Gardner-Webb College provides liberal arts educational opportunities to hearing-impaired students. Qualified interpreters, counselors, tutors, and notetakers enable the hearing-impaired students to attend fully integrated classes and extra-curricular activities of the college.

Gardner-Webb College wants to help every student with hearing impairment receive a quality education. Deaf students or students with a mild hearing impairment can profit from the program at Gardner-Webb. Students who have a hearing loss should consider whether these opportunities fit their needs.

*Entrance Requirements for Deaf Students:* Special consideration is given to applications from deaf students. If necessary, the SAT score can be waived. Gardner-Webb has a developmental program designed to give special help to the student who may be lacking proficiency in English, mathematics, or reading.

*Dormitories:* Dormitories are equipped with visual fire alarms, doorbell lights, and TTY's. Deaf students may room together if they choose. Several telephones are equipped with amplifiers for students with residual hearing.

*Interpreter Services:* Qualified interpreters are provided whenever a deaf student needs interpreting services. Reasonable schedule adjustments may be necessary in order to accommodate all students. Interpreters are provided upon request for conferences with professors, socials, programs, plays, and church services at nearby churches. All chapel services are interpreted.

*Tutors:* If the student encounters difficulties with homework, tutors skilled in sign language are available upon request to assist the deaf student with assignments.

*Sound Equipment:* Tape recorders are available to deaf students who wish to tape the classroom lecture. The tutor can play the tape later and answer questions the deaf student may have. Gardner-Webb is constantly alert for any electronic sound amplification equipment that will aid the hearing-impaired student in the classroom. A speech analyzer is used in the developmental department to assist the student with speech problems. Classrooms are equipped with inductive loops which will permit hearing-

impaired students to hear the lectures through their own hearing aids provided they are equipped with a telephone pickup. Such aids have a "T" on them.

*Notetakers:* A hearing student is designated as notetaker for the deaf students in each class. The notetaker duplicates a set of notes for each deaf student.

*Study Areas:* If a student encounters problems studying in the dormitory room or in the study areas of the library because of visual distractions, space is available for deaf students to study in the Sign Post. The Sign Post is the office, lounge, and study area for the Program for the Deaf. A TTY is available at the Sign Post in addition to those in the dormitories.

*Counseling:* A full-time director is available for counseling deaf students any time such counseling is requested. The director is proficient in sign language.

*VIP Weekends:* Prospective students are invited to visit the campus, eat in the cafeteria, and attend special functions planned for them on VIP (Very Important Person) Weekends. Conferences with faculty members may be arranged if desired. Interpreters are provided for all functions. There is no charge to the visiting student. For information, write the college and ask for information on *VIP Weekends*. Interested students may visit the campus at any time and will be provided a tour of the campus with an interpreter. If you are interested in a visit at a time other than a *VIP Weekend*, call 704-434-2371 (TTY and voice) or write: Program for the Deaf, Gardner-Webb College, Boiling Springs, N.C. 28017.

## **Program for the Blind and Visually Impaired**

A generous grant from the Kate B. Reynolds Health Care Trust of Winston-Salem, North Carolina provides Gardner-Webb College with a program to enable blind and visually impaired students to have full access to a baccalaureate education. The director of the program gives academic, personal, and career guidance to blind students.

## **Program for Rising High School Seniors**

With the consent and recommendation of the high school principal, rising high school seniors may complete their last year of high school at Gardner-Webb College while simultaneously earning full college credit.

High school seniors and rising high school seniors may take courses at Gardner-Webb while still enrolled in high school. College credit for work successfully completed will be granted subsequent to high school graduation.

## **Study Abroad**

Through the Broyhill School of Management and the Departments of Fine Arts, Foreign Languages and Literature, and Religious Studies and Philosophy, students are provided the opportunity to enrich their educational experiences through travel in the United States, Europe, Latin America, and the Mediterranean area.

## **The Foothills View**

Gardner-Webb College owns and operates a weekly newspaper, *The Foothills View*, which has a readership of 20,000. The newspaper is devoted to community reporting and provides journalistic training and experience for Gardner-Webb students.



## Independent Study

The term "independent study" is reserved for those courses specifically designed as guided reading and/or student-initiated research courses, and is offered only by the student's major department.

Independent study is open to students with junior and senior standing and requires departmental approval for each participating student. No more than six semester hours credit in independent study may be applied toward graduation requirements.

## Special Studies Programs

Gardner-Webb College provides comprehensive Special Studies Programs consisting of an Evening College, Summer School, Summer Enrichment Experience (SEE) Program, and a variety of continuing education unit experiences. The Greater Opportunities for Adult Learners (GOAL) Program provides opportunities for students possessing an A.A. or A.A.S. degree to continue their studies culminating in a baccalaureate degree. GOAL programs are available in the following curricular areas: Business Management, Criminal Justice, Early Childhood Education (K-4), Intermediate Education (4-6), Human Services, Management Information Systems (data processing), and Middle School Education (6-9). In addition to the Gardner-Webb campus, GOAL programs are provided in the following regional locations: Charlotte, Dallas, Dobson, Lenoir, Lexington, Morganton, Newton, Spindale, Statesville, Troy, and Winston-Salem, North Carolina. For detailed information on GOAL programs, consult the *Special Studies Bulletin*.

The Management Education Program provides a complete four-year degree program in Business Management delivered on site for the employees of a specific business or industry. Management Education programs are currently provided for employees of Duke Power (near Rock Hill, South Carolina) and Freightliner Corporation at Mount Holly, North Carolina.

Summer school consists of day and evening courses designed for students who (1) desire to shorten the time required to complete requirements for a degree, (2) wish to enrich their educational experience by pursuing self-selected courses, and (3) wish to take courses that they need to meet graduation requirements. High school graduates are encouraged to begin their college careers during the summer. Any student enrolled at another college may present a notice from his/her own college approving attendance at Gardner-Webb, and credit will be transferred to his/her college. For detailed information, consult the Summer School brochure.

Gardner-Webb College provides a variety of continuing education experiences that enable participants to earn Continuing Education Unit (CEU) credits. These experiences are designed primarily for adults in the professional and technical occupations who desire to update and improve their knowledge and skills.

## Summer Enrichment Experience (SEE) Program

Summer Enrichment Experience Program is a comprehensive two-week summer residential experience designed for academically gifted middle/junior high school age students (grades 6-9). The students live in college dormitories and participate in an enriched academic program conducted by regular Gardner-Webb faculty. For additional information, consult the Summer Enrichment Experience Program brochure.

## Graduate Program

The graduate studies program consists of a Master of Arts in Education Program in the following curricular areas: Early Childhood (K-4), Intermediate Education (4-6), Health and Physical Education (K-12), Middle School (6-9), School Administration, and Reading (K-12). Graduate courses are provided during the evening in the fall and spring semesters and during the day in a six-week summer school term. For more information on graduate programs, consult the *Graduate Studies Bulletin*.

## Academic and Administrative Buildings

*The E. B. Hamrick Building:* This building was built after World War I as a memorial to the young men of the area who had given their lives for the cause of freedom. It was destroyed by fire and rebuilt in 1940. In 1943, it was dedicated and named in honor of the late Mr. E. B. Hamrick. It houses an auditorium, a number of classrooms, and offices. In 1982, this building was placed on the National Registry of Historical Places.

*The Bost Physical Education Building and Swimming Pool:* Named in honor of the late Mr. L. C. Bost of Shelby and in memory of Mrs. Jean Bost Gardner, Bost is located between Decker Hall and the athletic field. In addition to a basketball court, it contains one classroom, a first aid room, lockers, showers, and team rooms. The olympic-sized swimming pool is heated and enclosed for year-round use. This facility is used during the summer months to serve athletic and church-related camps, and to provide recreational programs for students from the community engaged in special learning programs.

*The O. Max Gardner Memorial Fine Arts Center:* Completed in the autumn of 1948, this building was constructed and furnished by the family of the late Governor O. Max Gardner. The first floor contains a band room, music studios, practice rooms, and the ceramics laboratory. A recital hall, practice rooms, and offices are on the main floor.

*The Suttle Tennis Courts:* Four courts, originally constructed in 1960, are named in honor of Mr. and Mrs. J. L. Suttle, Jr., and in memory of Mr. J. L. Suttle, Sr., of Shelby, North Carolina. The courts were completely renovated and lighting was provided in 1976. Four additional courts were constructed in 1979.

*The Webb Administration Building:* The original structure was completed in the fall of 1960. This building houses administrative offices. The building was built by the O. Max Gardner Foundation in honor of the late Mrs. O. Max Gardner (Fay Webb), and in memory of her parents, grandparents, and great-grandparents. The building was doubled in size by an addition completed in 1973.

*The A. T. Withrow Science Building:* Named in honor of the late Mr. A. T. Withrow of Charlotte, a benefactor of the college, the building has facilities for biology, chemistry, physics, a lecture room seating 150, seven offices, and a photographic laboratory.

*The Charles I. Dover Campus Center:* This two-story building, containing over 40,000 square feet, was completed in 1966. It is named in honor of Mr. Charles I. Dover of Shelby, a long-time friend and benefactor of Gardner-Webb College. This building is multi-functional, featuring a student lounge furnished in honor of the late Mrs. Charles I. Dover. It contains the student cafeteria and faculty dining room, the college bookstore, and campus post office. The student services offices, the student government room, the student publications room, and recreational facilities are located here. The building also houses several faculty offices.

*Philip L. Elliott Hall:* Elliott Hall, previously known as Church Annex, was renamed by the Board of Trustees in April, 1984. The building honors the memory of Dr. Philip L. Elliott, the seventh President of the College who served as President from 1943 to 1961. The building was originally constructed in 1952 and served as an annex for the Boiling Springs Baptist Church.

*The Lutz-Yelton Convocation Center:* Completed during the 1981-82 academic year, the 64,000 square foot structure includes a regional athletic arena and a 600-seat theatre. Classrooms and student activity areas are within the building. Constructed at a cost of \$3.7 million, the building is the center of cultural and athletic activities for the area.

*The Ernest W. Spangler Memorial Stadium:* Completed in 1966, it includes a football stadium seating 6,000, a track, and a fully equipped field house. It is named in memory of Mr. E. W. Spangler, a Shelby businessman, and in honor of his wife, the late Mrs. Verna Patrick Spangler. The field house is named in honor of Mr. V. F. Hamrick of Shelby, North Carolina.

*The David Lindsay Classroom Building:* This three story, air-conditioned building was completed in 1967. It was made possible by the late Mr. David Lindsay and his wife, Mrs. Winifred Hubert Lindsay, of Rutherfordton. Classrooms and faculty offices are located in this building.

*The Blanton House:* In 1981, the children of George and Ida Wood Blanton gave their family home to the college. Built in 1898 and restored with funds provided by the Blanton family, the colonial design home is located in Shelby, and is the home of the president and his family.

*The Suttle-Wall Tower of Light:* The unique design of this tower represents the Trinity and Jesus as the Light of the World. The tower, built in 1969, is in memory of Mr. Joseph Linton Suttle and Dr. Zeno Wall.

*The Washburn Memorial Building:* This brick structure was erected in 1941 by Mr. Seaton A. Washburn in memory of the Washburn families. It was first used as a library but is now used for classrooms and faculty offices.

*The J. R. Dover, Jr., Memorial Chapel:* This graceful and inspiring structure, erected in 1972, completed the formal entrance to the campus. The exterior of the chapel with its prominent steeple serves as a reminder that Gardner-Webb is a college of the churches. The interior features a 336-seat auditorium, a conference room, and a lobby area provided by the late Mr. T. R. Hendrix, Sr., and his wife, Mrs. Erline Welborn Hendrix, of High Point, North Carolina. The lower level provides space for three classrooms and seven faculty offices.

*Radio Station WGWG:* This 5,000 watt stereo FM educational station broadcasts over a radius of 50 miles and was made possible by the family of Mr. Lee Polk Frans of Hickory, North Carolina, as a memorial in his honor. WGWG began broadcasting in January 1974, at an assigned frequency of 88.3 Mhz. Studios are located on campus in the president's former home.

*The John R. Dover Memorial Library:* This building is named in memory of Mr. and Mrs. John R. Dover, Sr., pioneer industrialists of Cleveland County. The present building was erected in 1974. It is a three-story structure, designed to accommodate 150,000 volumes with seating for 565 students. The collection consists of more than 300,000 books, bound periodicals, audio-visual materials, phonograph records, microfilm, and microfiche. The holdings include several special book collections, the most notable being the libraries of the local post-Civil War author, Thomas Dixon, and the diaries and scrapbooks of the late Mrs. O. Max Gardner. Located across from the Library is the Kathleen Nolan Dover Garden. This garden was given in memory of Mrs. Dover by her husband, Charles I. Dover, and their family and friends.

*The Hubert M. Craig Memorial Classroom Building:* This building is named in memory of Hubert M. Craig, Sr., of Gaston County, a former trustee of Gardner-Webb College and an advocate of Christian higher education. This building houses the teacher education classes, mathematics classes, and a number of art classes.

---

# Admissions

---

## Admissions

Requests for application forms and catalogs should be addressed to the Dean of Admissions. Completed forms are to be returned to the Admissions Office with any designated fee, which is not refundable.

When all credentials have been received, they will be considered according to guidelines established by the Admissions and Financial Aid Committee, and the applicant will be notified of acceptance or rejection. Because of the confidential nature of some items of information required for admission, the college reserves the right to reject any applicant without stating a reason. No single criterion will be decisive, but each item will be considered in relation to the applicant's total qualifications.

Acceptance of students for admission to the college does not automatically guarantee their entrance into any particular program of the college. Departmental approval is necessary for entry into any departmental program and/or major.

Gardner-Webb College is committed to its responsibility as a liberal arts college within the context of the Christian faith. It seeks to enroll students from a variety of racial, economic, social, religious, and geographic backgrounds. Gardner-Webb does not discriminate against applicants or students on the basis of age, sex, handicap, race, color, or national or ethnic origin.

Students may enter at the beginning of any semester or summer term. Applications for the fall semester should be submitted as soon as possible after the junior year. Applications for the spring semester should be received by December 1. Summer school applications should be filed before May 1.

Advance deposits are required of students accepted for first-time admission, and former students who have not attended Gardner-Webb for one or more semesters. Details are included at the end of this section under the heading 'Advanced Deposits.'

## Campus Visitation and Interview

Although an interview is not required for admission to Gardner-Webb, campus visits are encouraged. It is preferred that applicants and prospective students make appointments in advance for interviews or campus tours, which may be scheduled between 9:00 a. m. and 4:00 p. m., Monday through Friday. Saturday interviews may be scheduled from 9:00 a. m. until noon. Three prospective student visitation days, or VIP days, are planned during the school year. Please contact the Admissions Office at 0-704-434-2214 (out-of-state) or 1-800-222-2311 (in-state) for further information about VIP days or to schedule a private visit.

## Admission of Freshmen

### Requirements

1. Formal application for admission, including a small photograph.
2. An official transcript of high school credits, State High School Equivalency Certificate, or record of successfully completed G.E.D. tests.
3. SAT scores from the College Board or ACT scores from the American College Testing Program.
4. An application fee of \$15.

## Conditions for Acceptance

Although a fixed pattern of high school credits is not prescribed, the following MINIMUM course distribution is RECOMMENDED as the best preparation for academic work at Gardner-Webb College: English, 4 units; Social Science, 2 units; Algebra, 2 units; Geometry, 1 unit; Natural Science, 1 unit; Electives, 4 units.

## Advanced Placement

*Advanced Placement Program:* Students achieving a minimum score of three on an Advanced Placement Program test of the College Board will be given advanced placement with credit for the course covered by the test.

*College-Level Examination Program:* Gardner-Webb College grants credit to students submitting test scores from the College-Level Examination Program on the following basis:

1. Credit will be received on the same basis as transferred credit from accredited institutions of higher learning.
2. No credit will be granted in an area for which the examinee has college credit. Also, CLEP tests must be taken before the student enrolls in a comparable course, no course can be dropped to take a CLEP test, and no subject attempted in class may be repeated by CLEP.
3. Credit will be received as pass/fail, that is, no hours attempted or quality points will be computed in the examinee's quality point ratio.
4. Unsatisfactory scores will not become a part of the student's record.
5. A CLEP test on any subject may be taken only one time.
6. Concerning the General Examinations for freshmen applicants:
  - (a) The student must submit a score at or above 500 on each test.
  - (b) The number of semester hours granted will be that normally granted for the area covered by the test with the following restrictions:
    - (1) A maximum of three semester hours credit may be granted for each test.
    - (2) A maximum of three semester hours credit may be granted on the basis of a sub-score provided the area is appropriate.
  - (c) Credit thus granted may be applied to the student's course of study only as basic courses or free electives.
7. Concerning the Subject Examinations:
  - (a) The student must submit a score at or above the mean score for C students on the CLEP national norms, such scores being provided and recommended by the Council on College-Level Examinations.
  - (b) The number of semester hours granted will be determined by the scope of the material measured, as indicated by the Council on College-Level Examinations.
  - (c) Credit thus granted may be applied to the student's course of study without restriction.

*Armed Service-Related Programs:* Veterans who have successfully completed a course or courses under the Service School training program or through USAFI may submit a record of courses completed for review by the Academic Dean. Credit may be applied or subject waived, depending upon the discretion of the proper authority, and the appropriateness of the course in the student's educational objectives and program.

*Servicemen's Opportunity College:* Gardner-Webb College actively seeks students from among America's past and present service men and women. As a participating Servicemen's Opportunity College, this institution offers a variety of educational opportunities to enable service personnel and veterans to learn skills necessary to their performance of duty, advancement, and future vocational growth.

Service personnel who enroll at Gardner-Webb College under the institution's present policies will retain the adherence to such a commitment, even if the college for any reason discontinues its membership as a Servicemen's Opportunity College.

*Local Testing Program:* In order to enrich the program of a gifted student, a student attaining a satisfactory score on a special test administered by the appropriate department of the college may be exempted from the course covered by this test, but will be required to take an advanced course in the same department carrying the same or more credit.

A challenge examination to allow advanced placement with credit for Nursing 101, Fundamentals of Nursing, is available for students who have completed a similar course in patient care in a non-college program. Details may be obtained from the Director of the Associate Degree Nursing Program.

Arrangements for advanced placement through the local testing program are made individually for each student involved, and require the agreement of the Academic Dean and the appropriate academic department.

## Admission of Transfer Students

### Requirements

1. Formal application for admission, including a small photograph.
2. An official transcript of high school credits, State High School Equivalency Certificate, or record of successfully completed G.E.D. tests.\*
3. Scholastic Aptitude Test scores from the College Entrance Examination Board.\*
4. An official transcript from each institution attended.
5. An application fee of \$15.

### Conditions for Acceptance

The conditions which govern the continuing enrollment and readmission of current and former Gardner-Webb students with regard to academic standing and citizenship govern the acceptability of transfer students.

The student's record is evaluated according to the academic regulations in this catalog, and the retention standards are applied to determine the student's academic standing upon enrollment.

### Advanced Standing

*General Statement:* Gardner-Webb College accepts credit from accredited colleges and universities for college-level courses in which a passing grade was earned. Determination of courses which are considered as college-level and evaluation of transfer courses which are determined to be Gardner-Webb equivalents are to be coordinated by the Academic Dean. Transfer credit will be evaluated from institutions which have regional accreditation status. Transfer credit from non-accredited institutions must be presented to the Educational Policy Committee for action.

*The National Guide* prepared by the American Council on Education is used as a measuring instrument for non-collegiate learning with transfer credit not to exceed six hours.

\*Students who have successfully completed 15 semester hours credit at another institution may be excused from this requirement if they have at least a 2.0 grade point average.

*Junior College Students:* No more than 64 semester hours will be accepted for graduation credit for students transferring directly from junior colleges to Gardner-Webb. A minimum of 64 additional semester hours of subsequent study must be completed in senior colleges or universities by students having attended junior colleges, with at least the final 30 semester hours at this institution.

*Senior College Students:* Students transferring from senior institutions must complete their final year of residence, a minimum of 30 semester hours, at Gardner-Webb College.

## **Provisional Acceptance**

A provisional acceptance may be granted on an individual basis to students who are unable to complete all admission requirements prior to registration. For example, students transferring to Gardner-Webb from another college or university for the spring semester may be unable to have a complete transcript or record prior to registration. In such cases a provisional acceptance can be granted in order for the student to enroll. In order to qualify for provisional admission, a student must present all academic transcripts which are available and agree to complete requirements prior to mid-term.

## **Readmission of Former Students**

Students who are not in attendance for one or more semesters or withdraw during a semester for any reason must submit a formal application for readmission.

Former students who have attended other institutions subsequent to their enrollment at Gardner-Webb must provide an official transcript from each institution attended. Those regulations concerning the advanced standing of transfer students apply to these students.

## **Admission of Other Students**

The Dean of Admissions should be contacted for details concerning the admission of the following types of students:

1. Credit: (a) college graduates; (b) rising high school seniors
2. Non-Credit: (a) music students; (b) auditors; (c) others

*Foreign Students:* In order to be considered for admission to Gardner-Webb College, foreign students must submit documentation of their ability to read and write the English language. They should do so by submitting results of the Test of English as a Foreign Language (TOEFL). A minimum score of 500 is required. They must also submit documentation of their ability to support themselves financially while in the United States.

No Form I-20 will be sent until the above documents have been received by the Admissions Office.

## **Advanced Deposits**

An advanced deposit of \$100 for boarding students and \$50 for commuting students should be sent to the Admissions Office within thirty days of acceptance as the student's indication of acceptance of the offer of admission. The deposit for fall semester is refundable until May 1 preceding enrollment. The deposit for spring semester is refundable until December 1 preceding enrollment. The advanced deposit for summer school is \$25. Students accepted for the fall semester after May 1, or spring semester

after December 1, should make the deposit within ten days. The deposit is not refundable in this case.

An extension of the thirty day period will be granted upon request.

### **Identification Number**

All students admitted to Gardner-Webb are assigned a nine digit identification number which is used to identify all official records involving the student. In most cases, this number will be the same as the individual Social Security number. The college reserves the right to use a number different from the Social Security number in certain cases.

### **Admissions to Graduate Study**

Refer to Graduate Catalog.



# Financial Information

*General Statement:* Because economic conditions fluctuate, the college reserves the right to change tuition and other charges at the beginning of any semester if such change is necessary in the judgment of the Board of Trustees.

*Payment of Account:* Semester charges are due in full not later than the date of registration and deferment after that is not permitted. Charges may be paid either at that time or may be prepaid before the student's arrival on the campus.

Those who cannot pay in accordance with the foregoing terms or who find it necessary to finance college charges on an installment basis may obtain necessary information from the Vice-President for Business and Finance or the Director of Financial Aid concerning The Tuition Plan. This plan is made available solely as a convenience and is optional.

*Charges:* Support through the Baptist State Convention of North Carolina, the Independent Grant Fund of North Carolina, the North Carolina Tuition Grants, earnings from endowment investments, and gifts of alumni, business, industry, and other friends provide funds which enable the college to charge tuition that is less than the actual cost of instruction and other student services (other than room and board).

The part the student pays is as follows:

Item	Per Semester
Tuition.....	\$1905
Board*.....	See Below
Room Rent:	
Air-Conditioned—Dormitory.....	\$505
Air-Conditioned—Mobile Units.....	\$465
Regular Dormitory and Community Housing.....	\$415
<i>Special Fees</i>	
Music—Piano, Voice, Instruments (Private)	
Two lessons (1 hour) per week.....	\$230
One lesson (½ hour) per week.....	\$135
Music—Organ (Private)	
Two lessons (1 hour) per week.....	\$240
One lesson (½ hour) per week.....	\$140
Students wishing to take more than two private lessons per week will be charged an additional \$90 per lesson for Piano, Voice, and Instrument and \$95 per lesson for Organ.	
Class Instruction in Applied Music (Piano, Voice, Guitar).....	\$40
Data Processing.....	\$35
Art.....	\$40

\*Board—The college offers a choice of two meal plans: a 5-day Mon-Fri., and a 7-day plan. All students who reside in the dormitory or live in community housing are required to purchase a board plan in the college cafeteria. It is very difficult to forecast meal cost over 12 months in advance, but based on current rates board will cost approximately \$600 to \$650 each semester.

*Credit Hour and Quality Point Ratio Requirements For Full-time Students:* Graduation requirements are based on 10 semesters of full-time attendance. Satisfactory progress is determined by the following chart:

<u>Academic Years Completed</u>	<u>Number of Credit Hours Successfully Completed</u>	<u>Required Overall Quality Point Ratio</u>
1	18	1.5
2	38	1.7
3	64	1.9
4	93	2.0
5	124	2.0

*Part-time Students:* Part-time students are expected to progress at *proportionately* the same rate as full-time students and will be limited to the *equivalent* of 6 academic calendar years of aid eligibility.

<u>Number of Hours</u>	<u>Aid Eligibility Used</u>
1/2 Time (6-8 hours)	1/2 Semester
3/4 Time (9-11 hours)	3/4 Semester

*Transfer Students:* The satisfactory progress of transfer students will be based on the student's class status at the time of enrollment. For example, if a student is admitted as a transfer student and classified as a first semester sophomore, the student will be expected to complete graduation requirements in no more than four additional years of full-time attendance and meet the requirements as outlined above.

*Second Baccalaureate Degree:* Second baccalaureate degree students are eligible for no more than two additional academic calendar years of financial aid consideration. These students will normally be eligible for loans (usually Guaranteed Student Loans) and/or College Work-Study assistance provided funds are available for all first degree students who are eligible.

*Probation:* Students not making satisfactory academic progress may be allowed one semester of financial assistance for the following reasons:

1. Part of the criteria has been met but not all (i.e., a Q.P.R. of 1.8 when 2.0 is required to be maintaining progress); however, the student has made some academic progress.
2. Extenuating circumstances such as illness, full-time employment or other personal reasons (may require documentation for approval).

*Suspension:* Students who have been suspended from Gardner-Webb for academic reasons and are subsequently readmitted *will be ineligible to receive financial assistance until they have met the grade point and credit hour requirements as charted above.*

*Withdrawals:* Individuals withdrawing from college within the first four (4) weeks will not be penalized as far as satisfactory academic progress is concerned. However, students withdrawing after the four (4) week period may be ineligible to receive financial assistance for the next semester.

*Repeated Courses/Incompletes:* For purposes of receiving Federal funds under Title IV Student Financial Aid Programs, students receiving incompletes and/or repeating course work must successfully make up those hours within the subsequent semester. Consideration will be given in those cases where such course work is not offered in the subsequent semester.

So that students might be advised properly concerning the effect of course incompletes, withdrawals, repetitions, and non-credit remedial courses on satisfactory progress, it will be necessary for the Financial Aid Director to sign all course drop forms.

*Re-establishment of Eligibility:* Students may re-establish eligibility for financial aid after they have shown evidence of one semester of satisfactory academic progress at Gardner-Webb College.

*Appeals:* Any variation from the above policy must be approved by the Admissions and Financial Aid Committee. The process for an appeal is as follows:

1. Student will appeal in writing to the Financial Aid Director.
2. Student will appeal in writing to the Dean of Admissions.
3. Appeal in writing to the Admissions and Financial Aid Committee.
4. Appeal in writing to the President of the College.

Announcement of academic scholarships and other awards is generally made between February 15 and May 1 each year.

All correspondence concerning applications for scholarships and loans should be addressed to: Financial Aid Office, Box 955, Gardner-Webb College, Boiling Springs, N.C. 28017.

## **Gardner-Webb College Scholarships**

### **Academic Scholarships**

*Gardner-Webb Presidential Scholarships:* Each year nine students from the entering freshman class are selected as Presidential Scholars. This scholarship program is named in honor of the nine presidents of Gardner-Webb College. The scholarships are awarded on the basis of outstanding academic achievement, demonstrated leadership ability, and commitment to service. To receive Presidential Scholar recognition, a student must be nominated by a friend of Gardner-Webb College, and selected by the Presidential Scholarship Screening Committee. The scholarships are renewable for up to three additional years provided the recipient achieves an outstanding level of scholarship and continues to demonstrate strong leadership ability and commitment to service while at Gardner-Webb College.

*Gardner-Webb Honor Scholarships:* The applicant must rank in the upper 10 percent of his/her high school graduating class. The range of these scholarships is \$500 to \$1,000 each year. To remain eligible, the applicant must maintain an overall 3.0 quality point ratio on credit courses taken.

*Gardner-Webb Trustee Scholarships:* The applicant must rank in the upper 25 percent of his/her high school graduating class. The range of these scholarships is \$300 to \$800 each year. To remain eligible, the applicant must maintain an overall 2.5 quality point ratio on all credit courses taken.

*Gardner-Webb Junior College Graduate Scholarships:* The applicant must rank in the upper 25 percent of his/her junior college graduating class. The range of these scholarships is up to \$500 each year for a resident student and up to \$300 each year for a commuting student.

### **Christian Service Scholarships**

*Charles I. Dover Scholarship:* The Dover Foundation, through a gift of \$10,000 in 1976, has endowed a \$600 annual scholarship for a student preparing for a full-time church-related vocation. The recipient will be known as the Charles I. Dover Scholar. The award is made by the Executive Committee of the Christian Service Organization. It is based on dedication to the cause of Christianity, character, scholarship, and need, without regard to race or denomination. Application may be made through the Christian Service Organization.

*Christian Service Organization Scholarships:* The Christian Service Organization of Gardner-Webb College provides scholarships for deserving students preparing for full-time Christian vocational service. The Organization is supported by gifts from individuals, churches, and private organizations. Approximately one-half of the annual gift

income is awarded to needy students and one-half is invested as an endowed scholarship fund.

*Christian Vocation Scholarships:* Each student pursuing a Christian vocation may qualify for an annual \$250 scholarship provided he or she maintains a 2.5 quality point ratio on all work attempted and provided he or she submits the application by July 1 for fall semester and December 1 for spring semester.

*F.O.C.U.S. Scholarships:* The Fellowship of Christians United in Service gives four \$200 scholarships each year. One scholarship is awarded to the past president of the organization, and three are awarded to members nominated by the organization and approved by the Admissions and Financial Aid Committee.

### Endowed Scholarships

*The Fred L. and Sallie N. Abrams Endowed Memorial Scholarship Fund:* Robert W. Abrams, W. Glenn Abrams, Mrs. Jessie A. Roddy, and Mrs. Floy A. Bryant, established the fund in 1978 to honor their parents, Fred L. and Sallie N. Abrams of Gray's Creek Baptist Church community of Rutherford County. The earnings from the endowment are to be awarded annually on Awards Day to a needy and worthy student studying for the ministry. Determination of the recipient is to be made by the Admissions and Financial Aid Committee through established financial need procedures.

*Clarence N. Peeler Andrews Memorial Scholarship Fund:* The late Mrs. Hattie Peeler Self of Cherryville, North Carolina, and her daughter and son-in-law, Dr. and Mrs. W. B. Andrews, established a trust fund in memory of Clarence N. Peeler Andrews, grandson and son of the donors. The income from this fund is used to aid worthy young men and women attending Gardner-Webb College.

*Lena Niven Ayers Christian Vocation Scholarship Fund:* Established in 1975 by Mr. and Mrs. John F. Ayers, Jr. of Charlotte, North Carolina, in loving memory of Mr. Ayers' mother, Mrs. Lena Niven Ayers, the funds are to be distributed to needy students pursuing a full-time Christian vocation.

*C. L. Beam Memorial Scholarship:* In 1966, Mr. Charles Grier Beam, Chairman, Board of Directors, Carolina Freight Carriers Corporation, created an endowed scholarship to be named in honor of his mother, Mrs. Nancy Jean Beam of Lincoln County, and in memory of his father, Charles Lester Beam. Income from this scholarship is used to assist in educating a deserving and needy student with preference to those from Gaston, Cleveland, or Lincoln Counties in North Carolina. Mr. Beam has stressed need as one of the prime considerations to be used in deciding who receives the grant.

*Mr. and Mrs. Howard Berry Memorial Scholarship Fund:* This fund was established by Mrs. Howard S. Berry of Valdese, North Carolina, and the late Mr. Berry, to help worthy and needy students as determined by the Admissions and Financial Aid Committee of the college.

*The Minerva C. Bland Endowed Memorial Scholarship Fund:* Mr. and Mrs. Charles B. Camp of Shelby, North Carolina, both of whom graduated from Gardner-Webb College, established the fund to honor Minerva C. Bland. The purpose of the fund is to provide scholarships to worthy and needy students.

*C. A. Brittain Memorial Scholarship:* Established by Mrs. C. A. Brittain in 1977, in memory of C. A. Brittain of Casar, North Carolina, this scholarship fund has been established to express a commitment to Christian higher education. Awards are made to music students who are in need of financial assistance as determined by the college through established financial need procedures.

*George Henry and Martha Jane Brittain Memorial Scholarship Fund:* In 1965 Mr. L. H. Brittain of Shelby, North Carolina, gave property to the college for the purpose of endowing a scholarship in memory of his parents, George Henry and Martha Jane Brittain.

*The D. Harding Caldwell Memorial Endowed Scholarship Fund:* The Mountain View Baptist Church of the South Fork Association established this memorial to their pastor. Scholarships will be awarded annually to a student from the Mountain View Church preparing for full-time Christian service, or a student from Catawba or Lincoln County preparing for full-time Christian service, or a worthy recipient preparing for full-time Christian service.

*Ensign Ronald Franklin Carpenter Memorial Scholarship Fund:* This endowed scholarship fund was established by Mr. and Mrs. John F. Carpenter and family in memory of their son. The scholarship is to be awarded to a student who has academic ability and financial need, preferably from Rutherford County, but other areas are not to be excluded.

*Mrs. Cora C. Costner Memorial Scholarship Fund:* This fund was established in 1976 by Mr. and Mrs. W. F. Parker, daughter and son-in-law of Mrs. Costner. Preference will be shown in awarding the grant to students from Cleveland and Rutherford Counties.

*Beulah Rimmer Craig Scholarship Fund:* The fund was established in 1979 by Mrs. Beulah Rimmer Craig of Lincolnton, North Carolina, to express her commitment to Christian higher education and world missions. The scholarship will provide financial aid to international students committed to the Christian way of life and who exemplify high Christian ideals, or to sons or daughters of missionaries. Recipients must be full-time students preparing for full-time Christian service and will be selected according to guidelines established by the Admissions and Financial Aid Committee of Gardner-Webb College.

*George Wayne DeHart Scholarship for Ministerial Students:* This special fund was made possible by the friends of the late Mr. DeHart, a long-time trustee and benefactor of the college.

*Mary Lide Doggett Scholarship Fund:* Established in 1981 through a bequest in her will, Mrs. Doggett, a former Latin professor at Gardner-Webb, requested that the money be used to help needy students.

*Clyde J. Dotson Endowed Scholarship Fund:* A pioneer missionary to Africa, the Reverend Clyde J. Dotson was honored by the creation of this scholarship fund by his daughter and son-in-law, Dr. and Mrs. T. L. Warren, of Hickory, North Carolina. The fund is designated to assist international students who are dedicated Christians.

*J. R. Dover, Jr., Memorial Scholarship Fund:* In 1962, J. R. Dover, Jr., made an initial gift of \$5,000 to establish an endowed fund for scholarships. Since Mr. Dover's death in 1963, this fund has increased to \$50,000 by gifts from relatives and friends of Mr. Dover.

*Etta M. Elliott Endowed Scholarship Fund:* This scholarship was established in 1981 in honor of Mrs. Etta M. Elliott, wife of the late Philip L. Elliott, former Gardner-Webb College President. Priority will be shown in awarding the scholarship to students interested in careers related to the fine and performing arts.

*Catherine Cline Falls and John Zimini Falls, Jr., Endowed Fund:* Dr. and Mrs. Ralph L. Falls and Mrs. Helen F. Miller established the fund in memory of Catherine and John Z. Falls. The recipient(s) will be decided by the Admissions and Financial Aid Committee of the college.

*A. J. Fletcher Music Scholars Program:* This scholarship fund was established in 1983. Each year seven A. J. Fletcher Scholars will be selected. They will each receive a scholarship grant up to \$1,000 (depending upon need as determined by their need analysis). Auditions for the scholarships will be held annually. Contact the Chairman of the Department of Fine Arts for qualifications and audition procedures.

*The Gaston Memorial Education Fund:* The fund was established by the late W. F. and O'Neil Gaston of Belmont, North Carolina, in 1978 to honor Albert Forest Gaston

and his wife, Vera L. Gaston, and to express a commitment to Christian higher education. The purpose of the fund is to provide financial aid for needy and worthy students at Gardner-Webb College who intend to dedicate their lives to full-time Christian service. Recipients must be full-time students. Preference to financial aid from this scholarship fund will be given to qualified applicants from First Baptist Church, Belmont, North Carolina. If there are no qualified applicants from First Baptist Church, Belmont, North Carolina, the scholarship fund may be awarded to other qualified applicants.

*Joseph W. Geddes Engineering Scholarship:* In 1971 the College received a \$20,000 grant from the estate of Mr. Joseph W. Geddes for the purpose of establishing an endowed pre-engineering scholarship in his name for needy and worthy students.

*Virgil M. Hailey Scholarship Fund:* The pastor emeritus of North Kannapolis Baptist Church, The Reverend Virgil M. Hailey, was honored in 1972 by the establishment of this endowed scholarship fund. A number of congregations served by Mr. Hailey have contributed to the fund, and additions to it may be made at any time. Income from the fund is used to assist worthy students from the Cabarrus County area.

*Willie D. and Murleen G. Hall Work Study Program:* This program was established by Mr. and Mrs. Hall to aid deserving and needy full-time Christian vocational students.

*Hamrick-Perry Endowed Scholarship Fund:* Mr. and Mrs. Dwight S. Perry of Lawn-dale, North Carolina, established an endowed fund in memory of their parents, Mr. and Mrs. William S. Perry and Mr. and Mrs. Henry Hamrick. In the awarding of this scholarship, preference is given to the student interested in the Christian ministry, nursing, or education professions.

*Earle A. Hamrick, Sr., Memorial Scholarship:* This scholarship was established in loving memory of Mr. Earle A. Hamrick, Sr., by his wife. Mr. Hamrick was an outstanding community and textile leader in the Cleveland County, North Carolina area. Mrs. Hamrick, in establishing the scholarship, requested that qualified students from the Haywood County area be given first consideration in awarding the scholarship.

*Florence Hamrick and Roland M. Hamrick Athletic Scholarship Fund:* In 1965 Roland M. Hamrick, Jr. and Thomas B. Hamrick made a gift to the college to endow an athletic scholarship in honor of their parents, Florence Hamrick and Roland M. Hamrick, Sr. The interest earned from this gift is awarded to deserving athletes.

*Thomas B. Hamrick Endowed Scholarship Fund:* This is an endowed athletic scholarship to be presented to deserving athletes in memory of Thomas B. Hamrick, who served Gardner-Webb athletes through his outstanding support and loyalty. It is given by the immediate Hamrick family.

*The Hardin Memorial Education Fund:* Established in 1979 by Mr. and Mrs. Billy V. Hardin in memory of Mr. Woodrow Hardin, the scholarship will be awarded according to established financial need procedures to needy and worthy full-time students who intend to dedicate their lives to full-time Christian service. The recipients of this financial aid should exemplify the highest Christian ideals and be committed to the Christian way of life.

*A. D. and Ruth Park Harmon Memorial Scholarship Fund:* The fund was established by the late Troy Harmon, an alumnus and former employee of Gardner-Webb College, in memory of his mother and in honor of his father. Troy was killed in an automobile accident while serving as a student pastor. He was a student at The Southern Baptist Theological Seminary in Louisville, Kentucky. The scholarship is given to students entering full-time Christian service.

*L. R. Harrill Scholarship:* Established by the late L. R. Harrill of Raleigh, North Carolina, the income from this scholarship fund will be used for financial aid for a student or students preparing for service in the foreign mission field through the Foreign Mission Board of the Southern Baptist Convention. The fund may be used also for aid to students who have returned from foreign mission service and who are on a study leave.

*W. Shirley Haynie Scholarship Fund:* The fund was established in 1981 by Mrs. W. Shirley Haynie in memory of her husband to express their commitment to Christian higher education. Scholarships will be awarded to worthy full-time needy students. Preference will be given to qualified applicants from Gaston and Yadkin Counties.

*Clara Katherine Vickers Head Memorial Scholarship:* Established in 1979 through income from the estate of Clara Katherine Vickers Head, the fund provides a scholarship for needy students from Rutherford County who plan to become ministers or missionaries or who plan to enter a similar church-related vocation.

*Carl E. Jolley Memorial Endowed Scholarship Fund:* Established by the family and friends of Carl E. Jolley, this is an open fund and may be added to at any time. The scholarship is to be awarded to a student who is interested in studying mathematics or computer science.

*M. G. Martin Endowed Scholarship Fund:* In 1927 Mrs. Ellen Bostic Martin of Mooresboro, North Carolina, created the M. G. Martin Memorial Scholarship. The fund is used for the education of ministerial students.

*Randolph Martin Endowed Scholarship Fund:* This scholarship fund was established in 1969 by Mrs. Randolph Martin and their children, Conrad and Julia, in memory of her husband. Its income is used to help deserving students obtain a Christian education at Gardner-Webb College. Financial need and ability are considered in awarding the scholarship.

*Mr. and Mrs. B. S. Mauney Memorial Endowed Scholarship Fund:* This scholarship fund was established in 1973 by the late Mr. and Mrs. B. S. Mauney. The income is used to provide scholarships for young men and women who are unable to pay to attend Gardner-Webb College.

*Mr. and Mrs. M. A. (Brick) Morris Endowed Scholarship:* Mr. and Mrs. M. A. (Brick) Morris made a gift to the college to endow a scholarship fund to aid students of good character who are in financial need. Students from South Carolina are considered first. If there is no deserving student from South Carolina, the Admissions and Financial Aid Committee will select a deserving student from another area.

*The Dr. George T. Noel Memorial Fund for Visually Impaired Students:* Marguerite Warren Noel established the fund in 1983 in memory of her husband, who was an ophthalmologist, to express his and her commitment to Christian higher education and to assist visually impaired individuals. Scholarships will be awarded first to visually impaired students; however, if there are no qualified applicants, the scholarship may be awarded to physically handicapped students. For further information contact the Director of the Program for the Blind and Visually Impaired.

*Elizabeth Dudley Nolan Memorial Ministerial Scholarship Fund:* The fund was established at the bequest of the late Mrs. Nolan to assist needy ministerial students. Scholarships are administered by the Admissions and Financial Aid Committee.

*Porter Brothers, Inc., Endowed Scholarship:* In 1970 an endowed scholarship fund was established by Porter Brothers, Inc., of Shelby, North Carolina. Income from the fund is used to assist needy and worthy students.

*Minnie Conner Poston Memorial Endowed Scholarship Fund:* This scholarship was established from gifts and memorials made to the college in memory of Mrs. Minnie Poston, mother of Dr. Eugene Poston, former president of Gardner-Webb College. The scholarship is awarded to needy students.

*Thomas P. Pruitt, Sr., Endowed Scholarship Fund:* Mr. Pruitt was an outstanding Christian layman known for his service to the First Baptist Church of Hickory, North Carolina, and the North Carolina and Southern Baptist Conventions. He is being honored through this fund by his wife, children, and friends. Needy Christian students are assisted through the income from this fund.

*Race Path Baptist Church Endowed Scholarship Fund:* An endowed scholarship fund was established by the Race Path Baptist Church of the Sandy Run Baptist Association. The income from this fund is used as scholarship aid for an able and deserving student majoring in Biblical literature and languages.

*Albert D. Raines Memorial Scholarship Fund:* Established by Mrs. Doris Raines in 1979 to honor her husband and express a commitment to Christian higher education, the scholarship will be awarded by the college through established financial need procedures to students studying nursing with a preference for students from South Carolina who are in need of financial assistance.

*Royster Memorial Scholarship:* Established in 1965 by the late D. W. Royster, Sr., of Shelby, North Carolina, this scholarship is named in memory of his parents, Dr. S. S. Royster and Mrs. Olive B. Royster. Income from this scholarship is used to assist needy students at Gardner-Webb College.

*D. W. Royster, Sr., Memorial Endowed Scholarship Fund:* Established by the family and friends of D. W. Royster, Sr., this fund was established to honor his memory. The recipient is chosen by the Admissions and Financial Aid Committee of the college.

*M. E. Shell Endowed Scholarship Fund:* Established in 1979 by Mr. and Mrs. M. E. Shell of Valdese, North Carolina, scholarships will be awarded according to established financial need procedures to a minimum of two ministerial students, with preference being given to students from Burke County, North Carolina.

*Mr. and Mrs. Ray Small Endowed Academic Scholarship Fund:* This fund has been established by Mr. and Mrs. Ray Small of Lincolnton, North Carolina, because of their interest in Christian higher education.

*Spangler Music Scholarships:* The fund was named in honor of Eloise and Evelyn Spangler of Shelby, North Carolina. Auditions are held annually for merit scholarships of varying amounts in all areas of music. Contact the Chairman of the Department of Fine Arts for qualifications and audition procedures.

*C. R. and Elizabeth Spangler Scholarship:* This scholarship is made possible by Mr. and Mrs. C. R. Spangler and Mr. and Mrs. Ralph Spangler of Cleveland County, North Carolina. It is granted on the basis of Christian character and financial need of qualified students. Preference is given to Cleveland County students.

*Earl W. and Evelyn H. Spangler Practical Leadership Development Scholarship:* The fund was established by Earl W. and Evelyn H. Spangler of Shelby, North Carolina, in 1979 to express a commitment to Christian higher education and to manifest an interest in assisting students with the potential for leadership. The scholarship will be awarded to an entering freshman with the most clearly demonstrated record of, and with the most predictable potential for, general practical leadership. A selection committee, headed by the President of Gardner-Webb College, will select the recipient. The recipient will receive an award up to \$1,000 to recognize the recipients's achievements and potential.

*The Eloise and Pat Spangler Fund:* This fund was established in 1981 by their many friends from across the Southeastern United States as an expression of appreciation for the Spangler's years of public service. The fund will be used to permanently endow graduate stipends for teaching assistantships with a preference being given to graduate students in reading education. This is the college's first fully endowed graduate stipend.

*George Edward Sweet Memorial Endowed Scholarship:* This is an endowed scholarship established by the family and the friends of Mr. Sweet. It is awarded to a needy and worthy student.



*Lee B. Weathers Endowed Scholarship:* The fund was established by Henry Lee and Pearl A. Weathers, children of Lee B. Weathers, to provide financial assistance to worthy and needy students at Gardner-Webb College. Grants are to be awarded by the college through established financial aid procedures with preference being given to students interested in journalism, public relations, or college publications. Also, children of any employee of the Shelby *Daily Star* that apply, shall be given preferential consideration if determined worthy by the college.

*Margaret Young Memorial Scholarship Fund:* In 1966 Mr. J. F. Alexander, Mrs. Martha Howe, and Mrs. Kathleen Alexander Carpenter, all of Salisbury, North Carolina, created an endowed scholarship as a memorial to Margaret Young. It is to be awarded to needy students.

### Other Endowed Scholarships

*J.R. Cantrell Endowed Scholarship Fund; O.P. Hamrick Endowed Scholarship Fund; Jack Hunt Endowed Scholarship Fund; Elizabeth Dudley Nolan Ministerial Endowed Scholarship Fund; Mr. and Mrs. Everette G. Spurling Endowed Scholarship Fund.*

### Annual Scholarships

*Acteen Studiact Scholarships:* A young woman who has been involved in the Acteens individual achievement plan, Studiact, may receive a scholarship ranging in value from \$400 to \$1,200. These scholarships are made available by Gardner-Webb College; however, the application should be filed with the State Acteens Director, Baptist State Convention, P. O. Box 26508, Raleigh, NC 27611 before April 1.

*Alpha Epsilon Recruitment Grant:* This \$200 scholarship is given by the Alpha Epsilon Chapter of Delta Kappa Gamma, an educational, honorary, and professional society, to a worthy student interested in teaching.

*George and Ida Wood Blanton Scholarship:* In 1955 George Blanton and Ida Wood Blanton of Shelby, North Carolina, created a trust fund for the purpose of encouraging and promoting the education of capable and deserving young men and women through the facilities of Gardner-Webb College.

*Mary Lou Causby Scholarship:* The Mary Lou Causby Scholarship for \$300 will be awarded annually to a rising sophomore nursing student. Preference will be given to a former LPN or an older student who demonstrates maturity, dedication, and commitment to the nursing profession. The student should be deserving of financial assistance, and the award will be determined by the Admissions and Financial Aid Committee.

*S. C. Harrill Memorial Scholarship Fund:* Mrs. S. C. Harrill and the late Mr. S. C. Harrill of Lattimore, North Carolina, established this scholarship in 1969 to assist in educating a deserving and needy Southern Baptist missionary, missionary doctor, missionary nurse, missionary teacher, or ministerial student approved by his or her local church.

*Lattimore Baptist Church Scholarship:* The Lattimore Baptist Church gives a \$500 scholarship annually for a ministerial student. This scholarship is awarded to a needy, worthy student who plans to enter the ministry or full-time Christian service.

*Lutz Scholarship:* Established by State Representative Edith Lutz of Cleveland County to use her \$1,200 legislative salary increase to establish scholarships at Gardner-Webb College. Three scholarships will be awarded to a student from each of the three counties of Cleveland, Polk, and Rutherford. The scholarships will be based on financial need and will be available as long as her career in the State House lasts.

*Ministerial Board of Associates Scholarship Program:* Each member of the Ministerial Board of Associates may recommend a student for the scholarship to be awarded in his name. The scholarship is available to first-time Gardner-Webb students, freshmen or transfer and is for \$1,000 to be credited at the rate of \$125 each semester for eight semesters. The recommendation must be mailed by May 1 for fall semester and November 1 for spring semester to the Vice-President for Development, Gardner-Webb College, Boiling Springs, North Carolina 28017.

*Ministers' Dependent Scholarship:* Each dependent of a full-time active pastor may receive a \$500 scholarship upon completion of the Ministers' Dependent Scholarship application. The recipient must maintain at least a 2.5 cumulative grade point average to be eligible for renewal each year. Applications for the scholarship may be obtained from the Financial Aid Office, P. O. Box 955, Boiling Springs, North Carolina 28017. The completed application should be returned to the Financial Aid Office.

*Wilma L. McCurdy Memorial Fund Scholarships:* The trustees of the Wilma L. McCurdy Scholarship Fund desire that Gardner-Webb College give special consideration in awarding the scholarships to worthy students from Stanley County. However, all scholarships must be awarded to worthy students of North Carolina.

*Royal Ambassadors Service Aide Scholarships:* A young man who has been involved in the Royal Ambassador Service Aid program may receive a scholarship ranging in value from \$400 to \$1,200. These scholarships are made available by Gardner-Webb College; however, the application should be filed with the Baptist State Convention, Brotherhood Department, P. O. Box 26508, Raleigh, NC 27611 before April 1.

*D. A. Tedder Scholarship:* This is a \$100 scholarship given in memory of the Reverend Daniel Allen Tedder of Shelby, North Carolina, by his daughter, Mrs. Frederick Swift. The scholarship is awarded to an able and deserving ministerial student.

*Thomasville Lions Club Scholarship:* In 1981 the Thomasville Lions Club of Thomasville, North Carolina, established an annual scholarship of \$1,000 to be awarded to a deaf or hearing impaired student. The Financial Aid Office will administer the scholarship.

## **Gardner-Webb College Loan Funds**

The following guidelines govern the Gardner-Webb College revolving loan funds:

1. All transactions, such as signing the promissory note; are made directly with the student, who must be enrolled in good standing with at least a 2.0 cumulative grade point average, or accepted for enrollment at Gardner-Webb College.
2. The maximum loan for an academic year is \$2500.
3. Terms of the loan:
  - (a) Repayment begins six (6) months after termination of education at Gardner-Webb College.
  - (b) Repayment rate will be \$30 monthly plus interest or the amount needed to repay the loan within the maximum 10-year repayment period.
  - (c) The rate of interest is eight (8) percent computed on the unpaid balance.
  - (d) The borrower is responsible for any litigation fees incurred because of delinquency.
4. The student must reapply when additional funds are needed since loans are not automatically renewed.

## Loan Funds

*Deck W. Andrews Loan Fund for Business Majors:* This loan fund was initiated in 1970, by the Department of Business Administration (The Broyhill School of Management) for majors within the department who are having difficulty financing their education. The amount of the loan should not exceed the tuition cost and is available to juniors or seniors who have established their major.

*The Dewitt and Alma B. Anthony Student Loan Fund:* The fund was established in 1983 at the request of the late Mrs. Alma Anthony Greene as a memorial to her parents to provide loans to students in need of funds to complete their education.

*C. B. Baker Loan Fund:* Mr. C. B. Baker of Hickory, North Carolina, bequeathed part of his estate to Gardner-Webb College. This amount is used to help students dedicated to full-time Christian service.

*Beaver Dam Baptist Church Fund:* The Beaver Dam Baptist Church of the Kings Mountain Baptist Association has provided a loan fund to be used for assistance to worthy young men and women with the understanding that the young people of Beaver Dam Church have first consideration in awarding these funds.

*Boiling Springs Baptist Church Loan Fund:* In 1973 Boiling Springs Baptist Church established a student loan fund to help worthy and needy students in acquiring a Christian education at Gardner-Webb College. Students benefiting from this loan will repay the amount, plus interest, after graduation on terms set forth by the college.

*J. Herbert Bridges Loan Fund:* The fund was established in 1949 by J. Herbert Bridges of Charlotte, North Carolina, for worthy and needy students.

*W. B. and Louise P. Camp Loan Fund:* Established in 1972 by Mr. and Mrs. W. B. Camp of Bakersfield, California, this fund is intended to help defray the expenses of needy and worthy students.

*Beuna B. Carpenter Floral Loan Fund:* The fund was established to assist those who are preparing for any phase of full-time Christian service.

*Mr. and Mrs. Thomas Ray Causby Endowed Loan Fund:* This loan is awarded to a worthy student selected by the Admissions and Financial Aid Committee. The recipient may make a contribution to the fund to help future students.

*R. I. Corbett Ministerial Loan Fund:* The Reverend R. I. Corbett of Marion, North Carolina, bequeathed stock to establish this fund. Interest from the fund is loaned to worthy students who have chosen a Christian vocation.

*A. V. Dedmon Memorial Loan Fund:* This fund was established in 1971 by the family of A. V. Dedmon, Sr., of Shelby, North Carolina, to assist needy students in acquiring a Christian education.

*Hubert C. Dixon Mathematics Loan Fund:* This fund was established in December, 1975, to provide a source of financial assistance to junior and senior mathematics majors who need financial aid. It was named to honor the memory of Professor Hubert C. Dixon who served Gardner-Webb College well in many capacities for forty-one years.

*Elizabeth Extension Homemakers Club Loan Fund:* The Elizabeth Extension Homemakers Club of Shelby, North Carolina, has provided a loan fund to be used by a worthy young man or woman. It is to be granted on the basis of Christian character and financial need to a qualified student, preferably from Cleveland County.

*P. L. Elliott Memorial Loan Fund:* This fund was established by the Elliott family and friends for worthy and needy students.

*Mr. and Mrs Eugene Elmore Loan Fund:* Established in 1977 to assist students studying for the ministry, religious education, or ministry of music, loans are to be made according to need as determined by the college through established procedures.

*Hattie Nix Gilliatt Memorial Loan Fund:* This fund was established in 1957 as a memorial to Hattie Nix Gilliatt of Shelby, North Carolina, to assist needy, worthy students.

*Mary Hartwell Groves Loan Fund:* Mr. Barron G. Groves established a loan fund in 1972, in memory of his wife, Mrs. Mary Hartwell Groves, to help needy, deserving students.

*Mary Sue Anthony Hamrick Nursing Loan Fund:* This fund was established by the family and friends of Mrs. Hamrick to assist needy, worthy Christian students who would exemplify her beliefs.

*Asbury Carr and Jane Gardner Harrelson Loan Fund:* Dr. Lewis G. Harrelson and the late Dr. Michael A. Harrelson have made gifts to Gardner-Webb College to be used as a loan fund for biology students in honor of their parents, Asbury Carr Harrelson and Jane Gardner Harrelson.

*Hendrix Batting Company Loan Fund:* This student loan fund was established by Mrs. T. R. Hendrix, Sr., and the late Mr. Hendrix of Trinity, North Carolina. Mr. Hendrix was head of the Hendrix Batting Company of High Point. This fund is available to a worthy student who is in need of financial help.

*Hillcrest Baptist Church of Charlotte, NC Student Loan Fund:* Established as a loan fund for those who plan to enter a Christian vocation, first priority will be shown to students from Hillcrest Baptist Church of Charlotte, North Carolina. The Financial Aid Office of Gardner-Webb College will administer the fund. Recipients will be determined by the Admissions and Financial Aid Committee, and the maximum loan shall be \$500 per student.

*Marion Hinson Loan Fund:* In 1950 Mr. and Mrs. Claude S. Hinson of Belmont, North Carolina, established a student loan as a memorial to their son, Marion Hinson.

*J. D. Huggins Memorial Loan Fund:* This fund was established October 25, 1975, by Mr. Hanson D. Powers, Sr., in memory of Mr. J. D. Huggins, Sr. It is used to grant loans to worthy and needy students.

*Joseph Henry Jones Memorial Loan Fund:* This loan, in memory of Joseph Henry Jones, who gave his life in the Battle of the Bulge on December 16, 1944, was created by his mother, Mrs. J. H. Jones, and other friends to assist worthy students in obtaining a Christian education.

*Garrie L. Kendrick Endowed Loan Fund:* This fund was established by Mrs. Garrie L. Kendrick in memory of her husband, who was a faithful member of the Gardner-Webb College Board of Trustees. This fund is used to aid needy and deserving students.

*Ada Harris Knowles Loan Fund:* The fund was established in 1968 by Mr. Tom Knowles of Belmont, North Carolina, in memory of his mother.

*Jimmy Ray Lail Memorial Loan Fund:* Jimmy Lail was a Gardner-Webb ministerial student in whose memory this fund was created in 1974, by his wife and daughter. Additional memorials have been made by relatives and friends. Students preparing for full-time Christian service or other vocations are eligible to apply for this loan.

*John Maclaren Lawrence Memorial Loan Fund:* In 1954 the Reverend and Mrs. Tom Lawrence of Cliffside, North Carolina, established a student loan fund as a memorial to their son, John Maclaren Lawrence. First preference is granted to students from Rutherford County.

*Wilma L. McCurdy Memorial Fund:* Mrs. Wilma L. McCurdy of Albemarle, North Carolina, specified in her will that \$5,000 be donated to Gardner-Webb College to provide loans for worthy students from North Carolina.

*David Pressley Memorial Loan Fund:* The fund was established in 1956 by Gardner-Webb students, faculty members, and friends in memory of David Pressley, a member of the student body who lost his life in an automobile accident.

*Reverend and Mrs. H. M. Stroup Memorial Loan Fund:* Established by the late Reverend and Mrs. H. M. Stroup of Spruce Pine, North Carolina, the income is used to aid students preparing for full-time Christian service. Southern Baptist students will receive first consideration, and they must be approved by their local churches, associations, and the Admissions and Financial Aid Committee.

*Rush Stroup Loan Fund:* Mrs. Mae Cline Stroup of Shelby, North Carolina, established this fund in 1947, in memory of her husband, Rush Stroup. Mrs. Stroup, a trustee of the college, was awarded the degree, Doctor of Humanities, in May, 1976. The fund is used for deserving young people, preferably Cleveland County students and ministerial students.

*Mr. and Mrs. J. O. Terrell Loan Fund:* This fund was established by Mr. and Mrs. J. O. Terrell in 1954, to provide financial assistance to those students who without such assistance would be unable to continue their education. Mr. Terrell was a long-time professor, Dean and Vice-President of the college. Loans are made by the Admissions and Financial Aid Committee of the college with need as the only restriction.

*Tom and Clara Lee Withrow Loan Fund for Nursing Students:* Mr. and Mrs. A. T. Withrow established this fund in 1974. The loans are made to students in the Gardner-Webb nursing program. The recipients must meet the standards of the college and be in need of financial aid. Students will be encouraged to contribute to the fund after paying off their notes.

*Tom Withrow Foundation Loan Fund:* In 1953 A. T. Withrow of Charlotte, North Carolina, established the fund for the purpose of aiding needy and worthy students.

### **Other Loan Funds**

*Charles Andrews Foreign Language Loan Fund; Board of Associates Loan Fund; Branch Banking and Trust Loan Fund; Cove Creek Baptist Church Loan Fund; First Baptist Church, Shelby, North Carolina; Gastonia Altrusa Loan Fund; Mr. and Mrs. Coleman Goforth Loan Fund; Gold Loan Fund; Dr. C. H. Harrill Loan Fund; G. W. and N. B. Kendrick Loan Fund; L. & R. Oil Company Loan Fund; Logan Loan Fund; Printing and Packaging Loan Fund; Roberts Loan Fund; Schenck Loan Fund; Florence Scism Loan Fund; Shelby Kiwanis Club Loan Fund; Shelby Lions Club Loan Fund; Shelby Rotary Club Loan Fund; Mr. and Mrs. T. M. Stanback Loan Fund; Mrs. Fields Young, Sr., Loan Fund.*

### **College Work Program**

Gardner-Webb College provides part-time campus employment to a limited number of students who wish to earn a portion of their college expenses by working. Students interested in securing campus employment should submit the need analysis form from either College Scholarship Service or American College Testing Program. Applications should be submitted by April 1. Part-time campus employment for students is available in the cafeteria, residence halls, laboratories, library, and departmental offices.

### **Federal Assistance Programs**

The U.S. Office of Education supports the following programs of student assistance:

1. Pell Grants (formerly Basic Educational Opportunity Grants)
2. Supplemental Educational Opportunity Grants
3. College Work-Study Program
4. National Direct Student Loans
5. Nursing Scholarships
6. Nursing Loans
7. Guaranteed Student Loans

Any student enrolled at Gardner-Webb College who is a citizen or permanent resident of the United States is eligible to apply for assistance under these programs. A student may receive assistance under Title IV Programs only if: (1) he/she is maintaining satisfactory progress in the course of study he/she is pursuing, according to the standards of Gardner-Webb College; (2) he/she does not owe a refund on grants previously received at Gardner-Webb, or is not in default on any loan from a student fund at Gardner-Webb or a loan made, insured, or guaranteed by the Secretary under this title for attendance at Gardner-Webb College.

*Pell Grant Program:* The Pell Grant Program is an entitlement program. This means that all students who are eligible will receive Pell Grant Awards. The eligibility and actual amount of the aid is determined by the Office of Education. The official notification of the eligibility index number is called the Student Aid Report (SAR). All copies of the report should be submitted to the Financial Aid Office and the amount available will be calculated.

*Supplemental Educational Opportunity Grant (SEOG):* A student is eligible to receive a Supplemental Educational Opportunity Grant at Gardner-Webb College if he/she is enrolled or accepted for enrollment in an eligible program as an undergraduate student and is determined to have financial need. The maximum award is \$2,000 per year.

*College-Work Study Program:* The college participates in the College Work-Study Program to provide jobs for students. Students are paid the current minimum wage rate. Employment is arranged on campus or off campus with a public or non-profit agency, such as a hospital, library, or recreational facility.

*National Direct Student Loan (NDSL) Program:* These funds are for students enrolled at least half-time to help them meet their educational expenses. An undergraduate student may borrow up to a total of \$6,000 with repayment beginning six (6) months following graduation or separation from the college for other reasons. Students may borrow up to \$12,000 for graduate or professional study (this total includes any amount borrowed for undergraduate study). During the repayment period, five (5) percent interest will be charged on the unpaid balance of the loan principal.

*Nursing Scholarship Program:* This program is designed to assist students of exceptional financial need who are pursuing a degree in nursing. Students must be enrolled full-time (12 hours per semester) to be considered for a scholarship.

*Nursing Loan Program:* This program is intended to assist deserving students pursuing a degree in nursing by providing long-term low interest loans to help meet the cost of education. Students must be enrolled full-time and must demonstrate exceptional financial need as determined by an approved needs analysis form. The loan amount available will depend on the financial need and the amount of funds available. Repayments begin nine (9) months following separation from the college for graduation or other reasons. During the repayment period six (6) percent interest will be charged on the unpaid balance.

The only application needed for the six (6) programs above is either the Family Financial Statement (FFS) from American College Testing Program or the Financial Aid Form (FAF) from College Scholarship Service. These forms are available after January 1 each year in the Financial Aid Office, Gardner-Webb College, or from high school guidance counselors. The applications should be submitted by April 1.

*Guaranteed Student Loan Program:* Loans made directly from a bank, credit union, savings and loan association, or other participating lender willing to make educational loans may be guaranteed by a State or private non-profit agency or insured by the Federal Government. Any student currently enrolled or accepted for enrollment may apply. Maximum loans of \$2,500 per year are available. The interest rate currently being charged is eight (8) percent on the unpaid balance. The Federal Government will pay the

interest on these loans for students until the repayment period begins. Payments begin six (6) months after graduation or other separation from the college, and up to ten (10) years may be taken to repay the loan. Information and application forms are available from Gardner-Webb College, lenders, State Guarantee Agencies, and Regional Offices of the U. S. Office of Education. Applications must be submitted before June 1 each year.

## State Assistance Programs

*College Foundation Loan Program:* Residents of North Carolina enrolled full-time may borrow up to \$2,500 per academic year through College Foundation, Inc., with funds provided by the North Carolina banking and life insurance industries. Loans are insured by the State Education Assistance Authority, and the Federal Government pays the interest during the study and grace periods. Applications may be secured from College Foundation, Inc., 1307 Glenwood Avenue, Raleigh, North Carolina 27605.

*North Carolina Legislative Tuition Grants:* The 1975 North Carolina General Assembly established a program of tuition grants available to North Carolina residents attending private colleges and universities located within the State. The awards will provide up to \$750 to each eligible student during an academic year. To qualify for a NCLTG award a student must:

1. Be a legal resident of North Carolina for the purpose of tuition payment under the terms and conditions of the Residency Manual of the University of North Carolina,
2. Be enrolled full-time as an undergraduate student in a North Carolina private college or university, and
3. Be certified by an approved institution as to eligibility and enrollment.

In addition to the above grant program, North Carolina residents may qualify for additional assistance from the State if they show need based on their filing of an approved needs analysis form.

*North Carolina Student Incentive Grant Program (NCSIG):* Legal residents of North Carolina accepted for enrollment or enrolled full-time, in good standing, in an undergraduate program of study in an eligible college, university, technical, or vocational school in North Carolina may apply for Student Incentive Grants to help pay their educational expenses. Students must demonstrate "substantial financial need" as determined through an approved needs analysis form. The amount of each grant will be based on the individual student's demonstrated financial need in relation to resources and cost of education but may not exceed \$2,000 per academic year.

*North Carolina Prospective Teachers Scholarship-Loans:* The State of North Carolina makes a limited number of awards to North Carolina students planning to enter the public school system of the State to assist them in their education. The award is \$900 per year and is a scholarship if the recipient teaches in North Carolina public schools following graduation. The deadline for submitting the application is March 1.

*North Carolina Vocational Rehabilitation Program:* The State of North Carolina provides financial assistance for residents who have permanent handicaps. Information concerning such aid is available through the Director of Vocational Rehabilitation, State Department of Public Instruction, Raleigh, North Carolina 27600.

*North Carolina PLUS Loans (NCPLUS):* Parents of dependent undergraduate students may borrow up to \$3,000 annually for a son or daughter accepted for enrollment or enrolled at least half-time and maintaining satisfactory progress in an eligible program at an eligible and participating college, university or technical/vocational school in the United States. Both the parent and the student for whom the parent is borrowing funds must meet the following requirements:

1. U. S. citizen or permanent resident alien

2. Legal resident of North Carolina
3. Do not owe a refund on a Pell Grant, Supplemental Grant, or an Incentive Grant
4. Not in default on a National Direct Student Loan (NDSL), any Guaranteed/Insured Student Loan, or PLUS Loan

The NCPLUS loan is meant to be used *in addition* to any NCISL which the student can borrow. For this reason, students are expected to apply for a NCISL before the parent applies for a NCPLUS Loan.

The aggregate maximum a parent can borrow for undergraduate study for each dependent son or daughter is \$15,000 and in no case can the annual loan amount be more than the annual cost of attendance less other financial aid the student is expected to receive. Applications can be secured from College Foundation, Inc., 1307 Glenwood Avenue, Raleigh, NC 27605.

### **Private Assistance Program**

*Nido Qubein & Associates, Inc.*: High Point area students attending any private North Carolina college and planning a career in youth-related work may qualify for a scholarship. The amounts are flexible and are awarded on the basis of need and academic achievement. Interested students should write to the Scholarship Committee, Nido Qubein and Associates, Inc., P. O. Box 5367, High Point, North Carolina 27262. Applications must be received no later than April 15.

*The Tuition Plan*: Private financing of the student's expenses is available through The Tuition Plan of Concord, New Hampshire. This program features convenient monthly payments and Parent Life Insurance, which guarantees funds for the student's education to continue. Additional information is available from the Business Office of Gardner-Webb College, Boiling Springs, North Carolina 28017.



---

# Student Life & Services

---

## Student Life

The Gardner-Webb student is involved with and is able to participate in any number of special activities outside the classroom. Extracurricular clubs and organizations are an important facet of campus life. The college administration believes that diversified collegiate activities are necessary for a complete and well-rounded education. The spirit of the administration, therefore, is one of encouragement, with a view to making each activity contribute its utmost toward the growth and development of the individual.

The Gardner-Webb Student Handbook contains information regarding student government, rules and regulations, social life, campus organizations, dormitory regulations, laundry services, and other matters pertaining to college activities.

In general, all students at Gardner-Webb are assumed to possess the maturity, integrity, concern, interest, and responsibility needed to conduct themselves with due regard for the feelings and rights of others.

## Student Participation in Governance

*Student Government Association (SGA):* The Student Government Association of Gardner-Webb College includes in its membership all students of the college. The major branches of the SGA are the Student Senate, the Executive Body, and the College Judicial Council. The duties and responsibilities are contained within the SGA Constitution and Bylaws. The SGA promotes the general welfare of the student body, encourages extracurricular activities, and supports all campus social and service projects and campus elections.

The College Judicial Council is largely responsible for citizenship in the college community and for student discipline, campus code violations, and appeals from lesser judicial bodies. All disciplinary cases resulting in suspension or expulsion will be finally heard by the Executive Committee of the college.

*Association of Women Students (AWS):* AWS is made up of all women students. AWS is responsible for initiating and directing all activities related to the interests and welfare of women students. Each residence hall for women has an organized house council directly related to AWS.

*Male House Councils:* The Male House Councils are responsible for initiating and directing all activities related to the interests and welfare of men students. Each residence hall for men has a president, vice-president, and secretary-treasurer.

## Campus Code

The Code of Conduct is an official part of Gardner-Webb College and gives life on our campus a special personality. We believe it represents values necessary for an open educational community. Students who enroll at Gardner-Webb agree to abide by this Code. The following activities could be considered to be in violation:

1. *Dishonesty, such as cheating, plagiarism, forgery, or knowingly furnishing false information.*
2. *Theft or damage to property of Gardner-Webb College or a member of the college community.*
3. *Immorality, engaging in lewd, obscene or offensive behavior, speech or writing.*
4. *Use or possession of alcoholic beverages or drugs on campus or at college-related functions, or disorderly conduct on the Gardner-Webb College campus as a result of having consumed alcoholic beverages, beer, and/or drugs.*
5. *Gambling in all forms.*
6. *\*Abuse — Physical or verbal abuse or undue humiliation, intimidation of others, or placing a person under any mental duress and/or fear of imminent physical danger is prohibited. Such activities shall not be directed to any member of the college community nor any guest of the college community on institutional premises or at college related activities.*
7. *Appearance — Men and women not neatly and appropriately dressed at all times in keeping with the campus dress code with hair clean and well groomed. (See Campus Dress Code for specific details.)*
8. *Demonstrations, riots, or disruptive behavior which interferes with the purpose of the college.*
9. *Disrespectful and/or insubordinate behavior, failure to respond to an official notice from an administrator, faculty, or SGA officer.*
10. *Use, possession, or distribution on campus of firearms, explosives, fireworks, or knives of unlawful length.*

NOTE: All cases resulting in suspension or dismissal are to be reviewed by the Executive Committee of the college.

## Organizations and Activities

Recognizing that active participation in student activities is a significant part of a student's total educational experience at Gardner-Webb College, many clubs and organizations offer opportunities of a varied nature so as to provide a well-rounded program to meet the needs of our student body. All clubs and organizations are faculty sponsored.

Specific information regarding qualifications for membership and offices in campus organizations is contained in the Student Handbook and the Student Government Association constitution.

No secret societies are allowed among the students, and no organization is permitted unless approved as indicated below.

*Interclub Council (ICC):* ICC coordinates organizations on the Gardner-Webb campus. Any group planning to organize a new club or organization must follow the steps and policies governing the forming and affiliation of an organization. Various forms are acquired from the office of the Vice-President for Student Services. Clubs and organizations pertain to student life, academic disciplines, and religious, honor, or special services.

\*The student is advised that hazing in any form is prohibited as per North Carolina Statute: 14-35.

## Religious Activities

The college hopes that every student will find a place in the religious life of the campus and community. Many students become active in area churches as well as campus-sponsored religious activities. The College Minister's office will assist in locating churches and in publicizing the numerous opportunities for Christian growth on and off the campus.

Weekly required convocations enable the entire student body to come together, contributing to the distinct quality of life at Gardner-Webb. Programs feature outstanding guest speakers who address the intellectual, cultural, and spiritual life of the campus. A religious emphasis week is held each semester planned under the supervision of the faculty's Religious Activities Committee. Students have extensive opportunity to participate in shaping these weeks.

The Baptist Student Union and its various member clubs (Ministerial Alliance, Religious Education Club, Mission Fellowship, Baptist Young Women, Fellowship of Christian Athletes, Discipleship Groups, and Collegiate Gospel Choir) invite all students to participate in their programs and outreach ministries: weekend revivals in the churches; jail, prison, hospital, and rest home visits; and tutoring. While the clear majority of our students are Baptists, we strive to keep ourselves genuinely open to students of other denominations and to those who have no affiliation.

The College Minister coordinates the various religious activities and seeks to minister to all segments of the college family. In addition, the college seeks to express its kinship with individual churches and the Baptist State Convention of North Carolina. Through this office, Gardner-Webb people and programs are taken into the churches throughout the region.

## Student Center Board

The Student Center program is governed by the Student Center Board. The purpose of the Student Center Board is to expand and to coordinate the social, cultural, recreational, and educational opportunities of the Student Center program for the members of the Gardner-Webb College community. The popular artists, coffeehouse, recreational, film, publicity, cultural, and arts and crafts committees are standing committees of the Student Center Board.

## Publications

*The Web*, the college yearbook, the Student Handbook, and *Reflections* are publications edited by the students of the college. *The Web*, the alumni publication, is distributed to alumni, parents, and other friends. The community newspaper, *The Foothills View* is owned and operated by the college. Students interested in a journalism career can gain experience with this community newspaper which serves western Cleveland County.

## Athletics

*Intercollegiate*: The college is a member of the National Association of Intercollegiate Athletics and has intercollegiate teams in football, basketball, baseball, track, tennis, volleyball, and golf. Students are given ample opportunity to try out for these teams.

*Intramural*: A full staff of qualified coaches and physical educational professors work diligently to provide the type of athletic program that will benefit the student preparing for a full life after graduation from the college. The purpose of the intramural program is to provide an opportunity for each student to participate in athletic competition—in

a team, dual, or individual activity—of his or her choice. A wide variety of sports and activities is offered.

## Student Services

### Orientation

Orientation for all freshmen and transfer students begins with a worship service on Sunday with the President of the College bringing the message. The parents of all new students are encouraged to attend this service and the special Parents' Orientation period later in the day.

Monday through Monday activities include a convocation of all new students, various group sessions during which time they will undergo a diagnosis of their academic, value and career abilities and interests, testing, academic sessions, registration, and picture taking. In cooperation with the Student Government Association, various social activities and programs are planned. Classes begin on Tuesday for all students.

No student has completed registration until all requirements outlined in the orientation and testing schedule have been met.

### Guidance and Counseling

Personal attention to the needs of the individual student has long been a hallmark of Gardner-Webb College. Guidance and counseling is the principal responsibility of the Director of Counseling. The College Minister will also be available for counseling services.

Gardner-Webb's commitment to the personal growth and development of each student is expressed through all aspects of campus life, but nowhere is that commitment more strongly felt than in the office of Counseling Services. It is the purpose of this office to assist the student in making the best possible adjustment to college life and in preparing for future adjustments. The services provided by this office are: personal counseling on a confidential basis, residence hall and campus-wide discussion groups, workshops, personal growth groups, etc.

The Director of Counseling is available to assist the student in solving personal and social problems, overcoming emotional difficulties, finding solutions to marital or premarital problems, and in making vocational decisions.

Although most students who seek help refer themselves to the counseling office, on-campus counseling often originates from talks between a student and an interested professor. If the professor feels that the problems need professional attention, he will suggest that the student see the Director of Counseling. Should a situation warrant, a referral will be made to an off-campus counselor by the Director of Counseling.

Academic counsel is the responsibility of the Academic Dean, working through the faculty. Individual guidance is provided for each student by a faculty adviser. At the beginning of the school year every student is assigned to an adviser on the basis of academic and vocational interests and personal compatibility. Students meet with their advisers in group sessions and individual conferences. In addition to matters relative to the program of study, the student may choose to discuss vocational plans and personal problems with the adviser. The faculty adviser may become a friend with whom the student may confidentially share his problems in every area of life.

The Academic Dean is also responsible for the various testing programs of the college, including the battery of orientation tests required of all freshmen. All test results are treated in a confidential manner.

## Housing Regulations

1. All students of Gardner-Webb must meet the requirements of the college housing policy.
2. All students accepted for admission or readmission to Gardner-Webb must make a reservation deposit of \$100 for boarding students and \$50 for day students prior to the established deadline for students entering the college for a given semester.
3. All college-owned and operated housing space must be assigned before eligible boarding students may be assigned to off-campus college approved housing.
4. Unmarried students must live in the college dormitories, college-approved private housing, or in the principal residences of their parents or other close relatives.
5. Unmarried students cannot live in houses, apartments, house trailers, or other portable housing units, except as provided for in Number 4.
6. Unmarried students living in approved private housing in Boiling Springs are classified as boarding students and must purchase a meal plan, and are subject to the same regulations as dormitory students.
7. Unmarried students living in college-approved private housing in Shelby or nearby communities may be considered as day students and are not required to purchase a meal plan.
8. All housing assignments for unmarried students, including students divorced or separated, must be cleared and approved through the proper office at the college.
9. All married students living with their spouses may live in their own homes, their parents' homes, rented or leased houses, apartments, house trailers, or other portable housing units, and may be classified as day students and are not required to purchase a meal plan.
10. All married students whose spouses do not accompany them to the campus will be required to live in college-approved housing as required of unmarried students.
11. Any student violating this housing policy or any part of it will be subject to disciplinary action.
12. The college reserves the right to inspect all college-approved housing units.
13. The college reserves the right to make room assignments in the interests of all persons concerned and reserves the right to cancel any assignment in the interest of order, health, discipline, or other urgent reasons.
14. Exceptions, if any, to these Housing Regulations will be made by the Housing Committee. The student must make a written request to the Housing Committee for consideration for an exception.
15. Members of the Housing Committee are Directors of Men's/Women's Services, Vice-President for Student Services, Dean of Admissions, Vice-President for Business and Finance, and two members at large appointed by the President.

Students are expected to preserve good order in the buildings and on the campus and to pay for any damage for which they are responsible.

Residence halls will open prior to the first day of registration of each semester and will close after classes at the end of the fall semester and after Commencement in spring and summer. Residence halls will close during vacation periods—fall break, Thanksgiving, Christmas, spring break, and Easter. Students who arrive before or remain after designated times will be charged an extra fee of \$2 per day.

*Room Assignments:* Room assignments and reassignments are made through the Director of Men's/Women's Services. Every effort is made to notify freshmen of their residence hall and roommate well in advance. Upperclassmen have the opportunity near the end of each semester to make requests for rooms. The Director of Men's/Women's Services reserves the right to make room changes at any time when such changes may be necessary.

*Key Deposit:* A key deposit of \$5 will be made when a room key is issued by the Residence Hall Director. The deposit will be refunded when the key is returned to the Residence Hall Director who issued it. Female residents will pay an additional \$5 deposit for a card-key or entrance key to the female residence hall. It is most important that keys be returned when giving up a room. Lost keys may be replaced through the Director of Men's/Women's Services for \$5.

## Housing For Women

*James Webb Gardner Memorial Dormitory (Decker Hall):* The three-story structure completed in the fall of 1948 at a cost of \$230,000 is fireproof and furnishes attractive accommodations for 140 women. It is named in honor of the son of the late Mr. and Mrs. O. Max Gardner, Sr.

*Hoey-Anthony-Padgett-Young Dormitory (H.A.P.Y.):* The central section of this dormitory was constructed in 1946. The wings were added in 1948 to form an open quadrangle. The buildings were named by the Trustees as follows: The Suttle Dormitory is the east wing of the quadrangle, named in honor of the late Reverend John W. Suttle of Shelby, and the McMurry Dormitory is the west wing, named in honor of the late A. W. McMurry of Shelby. Hoey-Anthony Dormitory is the first floor of the central building, named in honor of the late Senator Clyde R. Hoey and in memory of his wife, Bess Gardner Hoey of Shelby, and in memory of J. A. Anthony and his wife, Ollie Gardner Anthony of Shelby. The Padgett-Young Dormitory is the second floor, named in memory of Tilden R. Padgett and his wife, Cleo King Padgett of Forest City, and in memory of Dr. Guilford Young and his wife, Florence Jackson Young of Forest City. This building has been remodeled to accommodate 120 young women.

*Stroup Dormitory:* First used during the 1956-57 school year, Stroup Dormitory provides living space for 100 women. It is a three-story, fireproof brick structure, with adequate parlors, recreation areas, kitchenette, and laundry room. It is named in honor of Mrs. Mae Cline Stroup, a benefactor of the college, and in memory of her husband, Rush Stroup.

*Nanney Hall:* Completed in 1967, this residence houses 64 women students. It is a two-story solid masonry building equipped with individual thermostats for heat and air-conditioning. It is fully carpeted, and each room has built-in furniture. The building has a fully furnished lounge adjacent to a two-room furnished apartment for the director. Nanney Hall is named in honor of C. P. and Irene Nanney of Gastonia, an unassuming and generous couple who have done much for the youth of this state and other parts of the world.

*The Campus House:* This brick veneer building was obtained for student housing in 1968. An addition was made in 1974 to allow accommodations for 40 women.

## Housing for Men

*Lutz-Yelton Hall:* This three and one-half story solid masonry building is designed to house 100 men. Each room is equipped with individual thermostats to control heat. This impressive building, completed in 1963, occupies a prominent position on a sloping hill adjacent to the physical education facilities and across the circle from the Withrow Science Building. The building is named in honor of the Lutz-Yelton Companies of Shelby and their stockholders.

*Mauney Hall:* This four story solid masonry building was completed in August of 1965. It is equipped with individual thermostats to control heat and houses 112 men. It is located adjacent to Lutz-Yelton Hall and across the road from the spring from which

the town derives its name. This building is named in honor of Mr. and Mrs. W. K. Mauney, Sr., and in memory of Mr. and Mrs. D. C. Mauney of Kings Mountain.

*Myers Hall:* Named in honor of the late Mr. Albert G. Myers, Sr. of Gastonia, banking and textile industrialist and friend of the college, the building was completed in 1967. This residence houses 64 men. A two story solid masonry building, it is equipped with individual thermostats for heat and air-conditioning. It is fully carpeted, and each room has built-in furniture. It has a fully furnished lounge, adjacent to which is a two-room furnished apartment for the counselor.

*Royster Hall:* This residence hall, which houses 66 male students, was formerly Royster Memorial Hospital. When construction of Crawley Memorial Hospital was completed in August of 1977, this one-story masonry building was renovated for dormitory use. It is located on the north side of West College Street.

*R. Patrick Spangler Hall:* This residence houses 96 male students adjacent to Myers Hall, and was constructed in 1968. A three story solid masonry building, it is equipped with individual thermostats for heat and air-conditioning. It is fully carpeted, and each room has built-in furniture. Spangler Hall is named in honor of Mr. R. Patrick Spangler of Shelby. Mr. Spangler is a friend and benefactor of the college and has served as national chairman of two of Gardner-Webb's capital gifts campaigns.

## Other Housing

The college owns five duplex apartments and fourteen trailers which may be used as needed by faculty or students. The college also owns ten residences occupied by faculty and student families.

## Food

Epicure Management Service, Inc. of Rock Hill, South Carolina, is the catering service contracted by Gardner-Webb College for cafeteria service. The cafeteria is located in the Charles I. Dover Campus Center. The cafeteria offers attractive and well balanced meals at moderate prices during the two semesters and summer sessions of the school. It is mandatory that all boarding students purchase a meal ticket at the first of each semester or summer term. Two alternate plans are offered: a seven day meal ticket providing 21 meals per week and a five day meal ticket providing 15 meals per week. During summer terms only the five day plan is offered. There are also casual rates offered for day students.

## Health

Gardner-Webb College, through its relationship with Crawley Memorial Hospital and Doctor's Building, which are located near the campus, provides a constructive health program for boarding students. Physical examinations are given when required and remedial programs suggested.

The hospital facilities serve as an infirmary for boarding students who have minor illnesses or injuries. Emergency cases are received at any time. Students are charged \$4.50 per visit. This fee may be subject to change depending upon the current charge of the doctors. Services of other medical personnel and prescription medicines are the financial responsibility of the student. Students with special problems are referred to specialists in Shelby or their family physicians.

A medical examination for all new students is recommended but not required. All candidates for intercollegiate teams are examined carefully before being allowed to participate.

## **Insurance**

All full-time students not otherwise covered by a family or similar policy are required to have health and accident insurance while enrolled at Gardner-Webb College. Such coverage is available through the college for \$85 per year. This charge may be subject to change based upon current premium rate schedules in effect by the carrier. All students will be included in the college policy except those who sign the exemption request form prior to or at the time of registration. There will be no exemptions after that date.

## **Bookstore**

The Bookstore handles all the books needed by students for their courses of study; other student needs such as cosmetics, jewelry, and sundry items are available.

## **Mail Service**

The college operates a branch post office for the delivery of U.S. Mail and intracampus messages. Each boarding student is assigned a campus post office box on a permanent basis. This assignment is the campus address as long as the student is enrolled. This service is the primary means by which the college communicates with the student.

## **Laundry and Dry Cleaning**

Modern dry cleaning plants and a self-service laundry near the campus serve the needs of the students. Most residence halls have coin-operated washing machines and dryers.

## **Career Planning and Placement**

The Placement Office seeks to assist members of the graduating class as well as former students in obtaining positions in their chosen fields. Students who are selecting their future occupations and need assistance in career planning are encouraged to visit the office for consultation.

The Family Educational Rights and Privacy Act of 1974 provides that students may have access to their placement records under certain conditions and that files may be released only with the written permission of the student. Therefore, all students registering with the Placement Office must sign a Placement Authorization Form.

All employers and schools utilizing the services of the college Placement Office must certify in writing that they are equal opportunity employers.

Since the services of the Placement Office do not end when the graduate has been placed the first time, all graduates are advised to keep their placement files current.

Career counseling may be obtained by visiting the office of the Director of Counseling Services.



---

# Academic Information

---

*Academic Counseling:* Each student entering Gardner-Webb College is assigned an academic adviser in order to counsel the student about curricular requirements and available alternatives. Students with major programs of study already in mind will be advised about the requirements of their intended program. Students undecided about a major program of study will be counseled concerning curricular alternatives available for their exploration.

*Academic Load:* The unit of credit at Gardner-Webb College is the semester hour. A student is considered full-time if enrolled for 12 semester hours or more. No boarding student may be enrolled for less than 12 semester hours at any time during a semester unless given prior permission by the Housing Committee.

The normal load is 16 semester hours, and any student in good standing may enroll for as many as 18 semester hours.

The normal load for summer school is 6 semester hours or a 4 semester hour laboratory course. Any boarding student taking less than 6 semester hours or a 4 semester hour laboratory course at any time during a summer term must have the permission of the Housing Committee.

*Course Numbering System:* Freshman courses are designed by numbers 100-199; sophomore courses, 200-299; junior courses, 300-399; and senior courses, 400-499.

*Registration:* Certain days at the beginning of each semester or summer term are set aside for registration. The student is sent detailed instructions concerning the registration procedures. A student will not receive credit for any course for which registration has not been completed.

*Late Registration:* With special permission a student may be registered during the one-week period following the close of the regular registration in any semester. A fee will be charged.

*Adding or Changing Courses:* The student's schedule of classes may be adjusted by adding or substituting courses with the approval of the Registrar and the student's academic adviser within one week from the beginning of the semester. A fee will be charged for any change following the student's initial registration unless it is required by the administration of the college.

*Dropping Courses:* A student may officially withdraw from a course during a semester or summer term. The Vice-President for Student Services provides the necessary forms, and a fee is required. A grade of **W** (withdrew) is recorded for the course during the first four weeks of the semester. After the first four weeks of the semester a **WP** (withdrew passing) or **WF** (withdrew failing) is assigned by the professor based upon the professor's assessment of the student's work to date in the course. No hours attempted are recorded for the **W** or **WP** grades.

The last date for dropping an individual course will be four weeks after the mid-term grade report period or a date not to exceed 75% of the course. After this time the only courses which will be dropped are those which a student drops when withdrawing from school.

*Auditing Courses:* Any full-time student may audit a class without charge with the permission of the instructor of the course. Area residents not desiring credit may audit

a class, with the permission of the instructor, without charge except where special fees are involved. All auditors must file an application with the Admissions Office.

Auditors are subject to the attendance regulations of the college. Additional requirements, if any, are the responsibility of the instructor.

Credit will not be allowed for any course for which a student registers as an auditor.

*Taking Courses at Other Institutions:* Permission for any Gardner-Webb student to enroll at another institution must be obtained beforehand from the Registrar and requires the consent of the chairman of the department in which the student is majoring. The college is not obligated to accept credit for any course when prior permission has not been granted. Summer study at another institution cannot be used to improve one's academic standing.

*Withdrawal, Suspension and Expulsion:* Voluntary termination of enrollment during the course of a semester or summer term is defined as withdrawal. Dismissal from school for a specified period of time is suspension, and expulsion is dismissal for an unspecified period of time.

Any student leaving school before the end of a term is required to secure a withdrawal form from the Vice-President for Student Services, complete it in full, and return it to the Business Office. Honorable withdrawal is granted only if these procedures are followed. Failure to complete this procedure will result in the recording of the F grade on all work taken that term.

*Academic Appeals:* Students may appeal academic decisions by first appealing to the professor making the decision. If the problem of appeal is not satisfactorily resolved, the student may then appeal to the department chairman, the Academic Dean, and the Educational Policy Committee in that order. All academic appeals should be made in writing no more than eighteen months after the date of the decision being appealed.

## Classification of Students

Students are classified at the beginning of the regular school year or at the time of entrance if this is other than the beginning of the school year:

1. Freshmen — Students fully qualified academically for credit as specified in admission requirements who have earned no college credits or who have less than 30 semester hours of credit.
2. Sophomores — Students fully qualified academically for credit who have earned 30 or more semester hours of credit, but less than 60 semester hours.
3. Juniors — Students fully qualified academically for credit who have earned 60 or more semester hours of credit, but less than 90 semester hours.
4. Seniors — Students fully qualified academically for credit who have earned 90 or more semester hours of credit.
5. Special Students
  - (a) Credit students — College graduates and rising high school seniors.
  - (b) Non-credit students — Auditors, music students not desiring credit, and a limited number of adults admitted to regular classes regardless of previous training.

## Class Attendance Policy

Regular class attendance is an important student obligation and each student is responsible for all work conducted in class meetings. Class attendance policy is the prerogative of the professor. Within the first week of each semester, the professor will clearly state, in writing, the attendance policies which will govern the class.

Absence from class does not excuse the student from responsibility for class work. Planned class absences for official college business or foreseeable personal circumstances must be discussed with the professor prior to the absence and plans made for the submission of course work missed. Freshmen and students on Academic Probation are required to attend all class meetings and laboratory sessions, unless excused by the professor.

Students in danger of failing to meet standards set forth for satisfactory class work due to excessive absences will be notified by the professor, but it is the student's responsibility to be aware of absences from class. Students missing more than 25% of the class meetings will not receive credit for the course.

## Grading System

Grades and quality points represent the instructor's final estimate of the student's performance in a course. The following grades are used by Gardner-Webb College:

Grading System	Hours Attempted Per Credit Hour	Quality Points Per Credit Hour
A — Exceptional . . . . .	1 . . . . .	4
B — Outstanding . . . . .	1 . . . . .	3
C — Satisfactory . . . . .	1 . . . . .	2
D — Marginal . . . . .	1 . . . . .	1
F — Failing . . . . .	1 . . . . .	0
P — Passing (Nursing 206 only) . . . . .	0 . . . . .	0
I — Incomplete . . . . .	1 . . . . .	0
W — Withdrew without penalty . . . . .	0 . . . . .	0
WP — Withdrew passing . . . . .	0 . . . . .	0
WF — Withdrew failing . . . . .	1 . . . . .	0

An **I** is assigned where course work is not complete because of circumstances beyond the control of the student. The student has until the mid-term grade report of the next semester to complete the course work and remove the **I**, otherwise an **F** will be automatically assigned by the Registrar's Office.

A **W** will be assigned when a student withdraws from a course during the first four weeks of the semester. After the first four weeks of the semester, a **WF** or **WP** is assigned by the professor based upon the professor's assessment of the student's work to date in the course.

The last date for dropping an individual course will be four weeks after the mid-term grade report period or a date not to exceed 75% of the course. After this time the only courses which will be dropped are those which a student drops when withdrawing from school.

## Quality Point Ratio

The student's general academic performance is indicated by a Quality Point Ratio, abbreviated QPR. This figure is determined by dividing attempted semester hours into earned quality points. Three Quality Point Ratios are significant for each student: the semester QPR; the QPR for work taken at Gardner-Webb; and the overall QPR, which includes any work taken at other institutions and the student's work at Gardner-Webb.

## Repeating Courses

Only a course with a grade of **D**, **F**, or **WF** may be repeated. When a course is repeated, only the higher grade is counted in computing the Gardner-Webb and overall QPR.

## Examinations and Reports

Final examinations are required in every course at the end of each semester. A student who does not take the examinations at the scheduled time will receive a failing grade in that subject unless excused by the instructor. If the student is excused, the grade will be recorded as Incomplete.

Reports of the student's progress are made at mid-term and at the end of the semester. These reports are given to the student at the end of each grading period. Only the final semester grade is recorded on the student's permanent record. Grades will not be recorded if the student's account is in arrears unless satisfactory arrangements have been made with the Business Office.

## Transcripts

The Registrar will furnish transcripts of credit on request. One official transcript is provided to each student without charge. Subsequent copies are \$2 each, and this fee should accompany the request.

No transcript will be issued until all the student's accounts have been settled satisfactorily.

## Honors and Awards

### Semester Honors

Two lists of honor students are posted each semester:

1. Dean's List — Students enrolled for a minimum of 12 hours and fewer than 15 must have a 4.0 Quality Point Ratio, and one taking 15 hours or more must have a 3.7 or better with no grade below **C**.
2. Honor Roll — Students enrolled for a minimum of 12 hours and fewer than 15 must have a 3.5 Quality Point Ratio with no grade below **C**, and one taking 15 or more hours must have a 3.2 but less than a 3.7 with no grade below **C**.

### Annual Awards

Annual awards are made to outstanding students in each subject field, and the student with the highest academic record in each of the four classes receives an award. Senior awards are made at Commencement. Other class awards are made at the Fall Convocation.

In memory of former Professor J. D. Huggins, the late L. R. Harrill established an award to a male graduate recognized for scholarship and participation in college activities.

In memory of the late Miss Etta L. Curtis, Mrs. R. E. Price offers a citizenship medal to a female graduate recognized for scholarship and participation in college activities.

The winners of these awards are selected by the faculty.

## Graduation Honors

All students are eligible for graduation honors. A student with transfer credit is considered if the work at Gardner-Webb merits honor, but the overall Quality Point Ratio is used to determine the level of honor.

Baccalaureate degree candidates with Quality Point Ratios of 3.4 or more are graduated *Cum Laude*; those with 3.6 or more are graduated *Magna Cum Laude*; those with 3.8 or more are graduated *Summa Cum Laude*.

Associate degree students whose Quality Point Ratios are 3.2 or more are designated as Honor Students.

## Retention Requirements

### Retaining Membership in the Student Body

Students once admitted to the college, who meet all requirements for continuing in school, are considered members of the student body. However, it is the policy of the college to require each registered student to reaffirm annually the desire and intention to retain membership in the student body. This is done through a special form of application and involves, on the part of the college, a reevaluation of the characteristics demonstrated by the student during his enrollment at the college.

Filing of intention to return is expected by April 15. Advance deposits are required each semester as indicated in the Financial Section.

Students who are continuously enrolled at the college do not pay a reapplication fee.

### Retention Standards

Standards for acceptable academic progress at Gardner-Webb College are set to assist students in assessing the quality of their performance. Academic probation and suspension are used to alert students to potentially serious academic difficulty in their progress toward degrees.

Students are placed on academic probation as a warning that their level of academic achievement is falling below the level expected of students in their class. If their academic achievement should not improve, they are in danger of being suspended from the college.

Students will be placed on probation whose cumulative grade point average falls below these minimum standards.

Freshmen 0 to 29 hours	1.5
Sophomores 30 to 59 hours	1.7
Juniors 60 to 89 hours	1.9
Seniors 90 hours and above	2.0

A student placed on academic probation remains on probation for the entire semester. The student will register for no more than 15 credit hours during any semester on probation.

In order to be removed from academic probation, the student must bring the cumulative average up to the appropriate minimum standard. If the student fails to bring the cumulative average to a satisfactory level during the probation semester, but the semester's average is at or above the minimum required, probation will be continued for another semester.

If, at any time, while on academic probation the student's semester *and* cumulative average fall below the requirement, the student will be placed on academic suspension. The student will be suspended from the college for the next fall or spring semester. At the end of a one semester suspension the student must submit a formal application for

readmission. If granted, the student may register for classes and will be automatically placed on academic probation. Should a second academic suspension occur, it will be for at least two semesters. After a two semester suspension from the college, the student must submit a formal application for readmission. If granted, the student may register for classes and will be automatically placed on academic probation. Students suspended from college are not automatically reinstated upon reapplication. A student who wishes to appeal the denial of reinstatement may do so through the Admissions and Financial Aid Committee. A student who wishes to appeal being placed on academic probation or suspension may do so through the office of the Academic Dean.

Students on either academic or disciplinary suspension are not allowed to participate in dramatic, musical, athletic, or other practice sessions since they are not to represent the college or participate in the public performance of such events.

Summer study at Gardner-Webb College may be used to improve one's academic standing. For purposes of assessing the student's academic standing, the summer study will be treated as an extension of the spring semester. Students who are on academic probation or suspension may not use study at another institution to improve their Gardner-Webb academic standing.

## **Graduation Requirements**

### **Associate Degree Program**

A minimum of 64 semester hours is required for graduation. Up to two semester hours of credit for Convocation attendance may be applied toward the degree. Other than this, the regulations regarding Convocation are the same as in the Baccalaureate Program. All candidates for graduation are expected to take their final 24 semester hours at Gardner-Webb College.

A student must have a minimum grade of **C** on each course required in the major field.

A minimum Quality Point Ratio of 2.0 on a 4.0 scale based on the college grading system is required for graduation, both on all work attempted and on that work attempted at Gardner-Webb College.

Each student is responsible for fulfilling all requirements for the chosen degree program. A suggested four-semester plan is included to guide the student in course selection.

The student is also responsible for applying officially to the Registrar for graduation at the beginning of the final semester of study.

All candidates for graduation are expected to be present at Commencement. The college is not obligated to grant a degree to any candidate for graduation who does not attend the exercises.

### **Baccalaureate Degree Program**

A minimum of 128 semester hours is required for graduation. About 40% of the student's work should be junior and senior level courses. All candidates for graduation are expected to take their last year, their final 30 semester hours, in residence at Gardner-Webb College. Students transferring from junior colleges are required to complete a minimum of 64 semester hours of subsequent study in senior colleges or universities, with at least the final 30 hours at this institution.

A student must have a minimum grade of **C** on each course counted toward the Major.

A minimum Quality Point Ratio of 2.0 on a 4.0 scale based on the college grading system is required for graduation, both on all work attempted and on that work attempted at Gardner-Webb College.

The student bears the final responsibility for the selection of a program of study and adherence to all published regulations and requirements of the college.

The student is responsible for fulfilling all requirements for the chosen degree program. Each student must fulfill all the Basic Course Requirements as approved by the Registrar and all the requirements for the Major, Supportive Studies, and Complementary Electives as approved by the departmental chairman. A transfer student is expected to complete at least one-half of the Major at Gardner-Webb College.

The student is also responsible for applying officially to the Registrar for graduation at the beginning of the final semester of study.

All candidates for graduation are expected to be present at Commencement. The college is not obligated to grant a degree to any candidate for graduation who does not attend these exercises.

## Baccalaureate Program Degrees and Requirements

The degrees conferred are Bachelor of Arts and Bachelor of Science. The Bachelor of Arts degree is awarded to the student majoring in communications, English, French, history, music, religion, social science, and Spanish. A major in biology, accounting, administrative management, management information systems, business administration, computer science, chemistry, early childhood education, health education, industrial management, intermediate education, mathematics, middle school education, nursing, physical education, or psychology leads to the Bachelor of Science degree. A Bachelor of Science degree in medical technology is awarded in conjunction with the Bowman Gray School of Medicine or the Charlotte Memorial Hospital. A special Bachelor of Science program leading to certification as a Physician Assistant is also offered in cooperation with Bowman Gray School of Medicine.

### Basic Course Requirements

All candidates for the Bachelor of Arts degree will complete the following required courses as specified in Group A. Prospective Bachelor of Science graduates may choose either Group A, B, or C. This option involves only the quantity of semester hours required in foreign language, science, and mathematics. The foreign language requirement for Group A is satisfied by the completion of a course numbered 202 or higher. Other language courses numbered above 202 may meet requirements. Advanced credit (6 semester hours) may be granted for French 101, 102; German 101, 102; or Spanish 101, 102 to a student who first passes a standardized test administered by the Department of Foreign Languages and Literature, thus establishing competence at the elementary level, and then completes a course at the intermediate level or above with the grade of C or better.

### Developmental Program

A program of Developmental Studies in writing, reading, and mathematics will be required of all students who enter Gardner-Webb with background deficiencies in any or all of the above areas. Students in the Developmental Program may be required to take a reduced, selected course load. The courses in this program will be required in addition to the basic course requirements; however, college credit will be earned for the

successful completion of all courses taken in the Developmental Program. Any course in the Developmental Program for which a **D** or **F** is received must be repeated.

Students with unsatisfactory performance in the Developmental Program will be subject to academic dismissal from Gardner-Webb College.

## General Requirements for the Baccalaureate Degree

	Semester Hours
I. The Basic Course Requirements .....	40-52
II. A Major in a specified area of concentration, minimum .....	30
III. Supportive Studies in area(s) directly related to the Major, minimum .....	15
IV. Complementary Electives in area(s) not directly related to the Major, minimum .....	15
V. Free Electives to meet the graduation requirement of 128 semester hours .....	12-28
VI. Convocation .....	0-4
Total .....	128

	Semester Hours Required		
	Group A	Group B	Group C
<b>Basic Course Required</b>			
English 101 and 102 .....	6	6	6
History 101 and 102 .....	6	6	6
Religion 101 and 102 .....	6	6	6
Social Science .....	6	6	6
Select any 6 hours from the following: economics, History (201 and 202 preferred), geography, political science, psychology, and sociology.			
Fine Arts .....	3	3	3
Select from the following: Art 207, Cultural Arts 225 (required of all teacher education candidates; open to all students), Music 125, Music 226 (Music majors only), and Theatre Arts 101.			
Physical Education .....	2	2	2
Select from the following: Physical Edu- cation 101 and another course numbered between 102 and 206; Physical Education 108 and 109; and Physical Education 107 and 207 (Physical Education majors only).			
Foreign Language .....	3-12	0	0
Select from the following: French 101, 102, 201, 202; Spanish 101, 102, 201, 202; Ger- man 101, 102, 201, 202; Greek 101, 102, 201, 202. Other language courses numbered above 202 may meet requirements. Lan- guage courses in translation are excluded. French 211 or Spanish 211 fulfills the foreign language requirement in one semester.			



Natural Science . . . . .	8	16	8
All students (required for secondary, special, and occupational teacher certification in any subject) should choose their first 8 hours to include Biology 101 and one of the following: Chemistry 103 or 111, Geology 101, Physics 103, 201, or 203. Other choices include: Biology 102, Chemistry 112, Geology 102, Physics 202 or 204. (Science Education 101 and 102 are required for K-4, 4-6, and 6-9 Education majors.)*			
Mathematics . . . . .	3	3	3-9
Group C excludes Mathematics 101 and must include 3 hours above Mathematics 210. To complete Group C with less than 9 hours a student must complete Mathematics 219 or 221.			
Total . . . . .	43-52	48	40-46

## Majors

Each candidate for a baccalaureate degree must choose a major field of concentration. This selection should be made before entering the junior year. Registration of the intention to major with a particular department is required. A request is submitted to the chairman of the department. If the request is approved, this information is communicated to the Academic Dean.

The academic counseling of all declared majors within a department is the responsibility of the chairman. This responsibility may be delegated to any faculty member within that department for that period of time which best serves the interest of the student.

The student who wishes to choose a different major field of concentration must receive the joint approval of the departmental chairmen concerned.

A student may be declared to have a double major by meeting the requirements of a primary major plus 30 hours in a secondary field as approved by the departmental chairman of the secondary major. The two majors would be mutually supportive or complementary as the case may be, but no course may be counted in both majors. A student graduating with a double major would receive only one degree, that of the primary major; however, the transcript would denote the primary and secondary majors.

A Gardner-Webb College graduate may undertake another major provided the completion date of the additional major is not later than ten years after the most recent date of graduation.

A student holding a baccalaureate degree from a four-year accredited institution may enroll at Gardner-Webb College and pursue a second baccalaureate degree.

## Supportive Studies, Complementary and Free Electives

Supportive Studies, in general, are courses chosen by the student in consultation with the faculty adviser which are closely related to, but not identical with, the major. The purpose of these courses is to give a broad base of support to the student's major or professional preparation. These courses may be taken from more than one area.

\*Physical Education majors will use Biology 203, 204, and Physical Education 405 as their second science.

Complementary Electives are selected in the same manner as Supportive Studies. They are chosen from areas not closely related to the student's major, and are intended to give breadth to the total academic experience.

The student is at liberty to select Free Electives from any field of study.

Freshmen and sophomores who are uncertain about their major field of study may follow the program listed below during their first two years.

### Freshman

<i>First Semester</i>	<i>Semester Hours</i>	<i>Second Semester</i>	<i>Semester Hours</i>
English 101.....	3	English 102.....	3
Foreign Language.....	3	Foreign Language.....	3
History 101.....	3	History 102.....	3
Mathematics (or Fine Arts).....	3	Fine Arts (or Mathematics).....	3
Physical Education.....	1	Physical Education.....	1
Religion 101.....	3	Religion 102.....	3
Convocation.....	—	Convocation.....	<u>1</u>
	16		17

### Sophomore

<i>First Semester</i>	<i>Semester Hours</i>	<i>Second Semester</i>	<i>Semester Hours</i>
Foreign Language.....	3	Foreign Language.....	3
Natural Science.....	4	Natural Science.....	4
Social Science.....	3	Social Science.....	3
Elective.....	3	Elective.....	3
Elective.....	3	Elective.....	3
Convocation.....	—	Convocation.....	<u>1</u>
	16		17

Freshmen and sophomores intending to pursue a major in a scientific field not offered at Gardner-Webb, such as Engineering or Pharmacy, should see the Department of Mathematical Sciences and the Department of Natural Sciences.

### Convocation

In keeping with the Gardner-Webb College purpose of providing a liberal arts orientation for all students in a context of Christian social, cultural and ethical standards, a weekly Convocation with diverse programming is provided. Each student is required to attend Convocation each semester of full-time enrollment at Gardner-Webb College.

One semester hour of credit is given for two semesters of satisfactory Convocation attendance. A maximum of four semester hours credit for Convocation may be applied toward the completion of the 128 hours required for graduation.

Exemption from Convocation attendance and satisfactory Convocation attendance are determined by the Vice President for Academic Affairs. Only in cases where an exemption has been granted can the hours that would have been gained by Convocation attendance be replaced by taking other credit hours to complete the graduation requirement.

---

# Course Descriptions

---

## The Broyhill School of Management

The Broyhill School of Management, successor to the Department of Business Administration and the first endowed school at Gardner-Webb College, was begun in late 1981 with an endowment from the Broyhill Foundation of Lenoir, North Carolina.

The Broyhill School of Management seeks to prepare students to function effectively in society, in the business community, and in public service. Programs are designed to meet the changing needs of these communities by promoting understanding of business enterprises, economic institutions, and governmental agencies, and by providing the tools for continued professional training, and problem analysis and solution.

Students may earn the Bachelor of Science degree with majors in accounting, administrative management, business administration, industrial management, and management information systems.

### Degree Requirements

#### The Bachelor of Science Degree with a Major in Accounting

The accounting major is designed for students preparing for careers in the area of public accounting or managerial accounting.

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A, B, or C).....	40-52
The mathematics requirements must be met by taking Mathematics 112 or 219. Economics 203 and 204, which are required, will satisfy the social science requirement.	
MAJOR.....	30
Accounting 313, 314, 315, 411, 425, 435, 450; Business Administration 305, 325, 480.	
SUPPORTIVE STUDIES.....	21
Management Information Systems 240 or 241; Business Administration 213, 214, 310, 312, 318 and Management 316 are required.	
COMPLEMENTARY REQUIREMENTS.....	6
Mathematics 216; Psychology 201.	
COMPLEMENTARY ELECTIVES.....	9
Any elected area(s) not directly related to the major, as approved by the faculty adviser.	
FREE ELECTIVES.....	6-22
Students who will sit for the CPA exam should take Accounting 470.	
Students who will sit for the CMA exam should take Management Information Systems 310.	

CONVOCATION.....	0-4
TOTAL.....	128

### The Bachelor of Science with a Major in Administrative Management

The administrative management major is designed to prepare students for management careers in the merchandising or service industries.

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A, B, or C).....	40-52
MAJOR.....	30
Management 304, 316, 320, 321 or an approved computer programming language; Management 400, 418, 425; Business Administration 480; Management Information Systems 240, 307.	
SUPPORTIVE STUDIES.....	18
Business Administration 213, 214, 310, 312, 325; Management Information Systems 310.	
COMPLEMENTARY REQUIREMENTS.....	3
Mathematics 216.	
COMPLEMENTARY ELECTIVES.....	12
Any elected area(s) not directly related to the major, as approved by the faculty adviser.	
FREE ELECTIVES.....	9-25
CONVOCATION.....	0-4
TOTAL.....	128

### The Bachelor of Science Degree with a Major in Business Administration

The business administration major is designed to allow maximum flexibility in designing a program to meet the student's career objectives. This major may be combined with an appropriate supportive area to serve as a basis for a pre-law or pre-graduate studies program, an international business program, or may stand alone as basic preparation for a career in business.

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A, B, or C).....	40-52
The mathematics requirement must be met by taking Mathematics 112 or 219. Economics 203 and 204, which are required, will satisfy the social science requirement.	
MAJOR.....	30
Business Administration 213, 214, 305, 310, 312, 318, 325, 480; Management 316; Management Information Systems 240.	
SUPPORTIVE STUDIES.....	15
A minimum of 15 hours above the 300 level. The supportive studies program is designed toward a specific career objective by the student and his/her adviser. The program must be approved in writing prior to the senior year.	
COMPLEMENTARY REQUIREMENTS.....	3
Mathematics 216.	

COMPLEMENTARY ELECTIVES.....	12
Any elected area(s) not directly related to the major, as approved by the faculty adviser.	
FREE ELECTIVES.....	12-28
CONVOCATION.....	<u>0-4</u>
TOTAL.....	128

### The Bachelor of Science Degree with a Major in Industrial Management

The industrial management major is designed to prepare students for management careers in manufacturing and production-oriented industries.

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A, B, or C).....	40-52
The mathematics requirement must be met by taking Mathematics 219. Economics 203 and 204, which are required, will satisfy the social science requirement.	
MAJOR.....	30
Management 316, 330, 400, 416, 430, 431; Management Information Systems 240, 340; Business Administration 305, 480.	
SUPPORTIVE STUDIES.....	18
Business Administration 213, 214, 310, 312, 325; Accounting 315.	
COMPLEMENTARY REQUIREMENTS.....	3
Mathematics 216.	
COMPLEMENTARY ELECTIVES.....	12
Any elected area(s) not directly related to the major, as approved by the faculty adviser.	
FREE ELECTIVES.....	9-25
CONVOCATION.....	<u>0-4</u>
TOTAL.....	128

### The Bachelor of Science Degree with a Major in Management Information Systems

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A, B, or C).....	40-52
The mathematics requirement must be met by taking Mathematics 112 or 219. Economics 203 and 204, which are required, will satisfy the social science requirement.	
MAJOR.....	30
Management Information Systems 343, *351, *421, *352, *422, 371, 471, 433; Business Administration 480; three additional management information systems courses (300 or above) are required.	
SUPPORTIVE STUDIES.....	24
Management Information Systems 241, Business Administration 213, 214, 305, 312, 318; Management 316, 416. Keyboard proficiency is required.	
COMPLEMENTARY REQUIREMENTS.....	3
Mathematics 216.	

COMPLEMENTARY ELECTIVES.....	12
Any elected area(s) not directly related to the major, as approved by the faculty adviser.	
FREE ELECTIVES.....	3-19
CONVOCATION.....	0-4
TOTAL.....	128

\*The student must choose between Management Information Systems 351 and 421 or 352 and 422.

## Description of Courses

The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit is the number of credit hours per semester. A grade of C or higher is required in Economics 203 and 204 and Business Administration 213 and 214. These four courses are prerequisites for upper level courses for Broyhill School majors.

### Accounting

#### 313, 314. Intermediate Accounting

The theory of accounting as applied to financial and managerial accounting. 3-0-3, 3-0-3.

#### 315. Cost Accounting

An introduction to cost accounting; topics include job order process and standard cost methods. Offered fall semester. 3-0-3.

#### 411. Advanced Business Law

Legal liability of accountants. Topics include Uniform Commercial Code, commercial paper, problems of tax practice, auditing responsibilities. Offered spring semester. 3-0-3.

#### 425. Federal Income Tax

Personal income tax planning, research, and preparation. 3-0-3.

#### 426. Federal Income Tax (Advanced)

A continuation of Accounting 425. Course includes United States regulations for corporate, partnership, estate, trust, gift, and social security taxes. Offered spring semester of even number years. 3-0-3.

#### 435. Advanced Accounting

Accounting for partnerships, installment sales, insurance, corporate consolidations, and annuities. Prerequisite: Accounting 314. Offered fall semester. 3-0-3.

#### 450. Auditing

Principles, techniques, procedures, and legal responsibility of auditors. Prerequisite: Accounting 314. Offered spring semester. 3-0-3.

#### 470. CPA Practice Review

Designed to study the areas of accounting that usually appear on the Practice and Theory sections of the Certified Public Accounting examination. Special emphasis is placed on the opinions of the Accounting Principles Board and the statements of the Financial Standards Board. Offered spring semester. 4-0-4.

### Business Administration

#### 115. Introduction to Business

An introduction to accounting, marketing, finance, economics, and management. Designed to provide non-majors and new business majors with a preview of the subject matter and job prospects in the business field. 3-0-3.

### **207. Typewriting**

Designed to give the student a command of the keyboard and some basic skills. 3-1-3.

### **213. 214. Accounting Principles**

Present day methods of recording, sorting, summarizing, and interpreting financial information for business enterprise. 3-0-3, 3-0-3.

### **305. Quantitative Methods for Business**

Explores the use of quantitative methods for decision analysis. Topics include probability concepts, linear programming, networking, transportation, queueing, inventory models, simulation, and decision-making. Prerequisite: Mathematics 216. Offered fall semester. 3-0-3.

### **310. Business Law**

The American legal system, crimes and torts, the regulation of business, contracts, personal property and bailments, and sales. 3-0-3.

### **312. Financial Management**

Principles governing financial operations and financial management of business enterprises, profit planning, liquidity versus profitability, capital budgeting, and working capital management. Offered spring semester. 3-0-3.

### **318. Principles of Marketing**

A comprehensive analysis of the marketing system and the marketing process. Offered fall semester. 3-0-3.

### **325. Business Communications**

Language skills for oral and written communications. 3-0-3.

### **395. Campus New York**

New York business / career visit enables students of business to learn how textbook theory is put into practice through direct contact with some of the nation's best-known business firms. The week-long visit also provides opportunities for investigating career possibilities. Offered spring semester. Lecture-Travel-1.

### **420. Internship in Business**

Prerequisite: junior standing and department approval. 0-0-1 to 6 credits.

### **480. Senior Seminar in Business: Business Policy**

A case study approach designed to apply areas of management, accounting, finance, and economics to contemporary business problems. Prerequisite: senior standing. 3-0-3.

### **495, 496. Independent Study**

Supervised study program in a field of special interest. Prerequisite: approval of department chairman and instructor. 1-Independent Study-3, 1-Independent Study-3.

## **Management**

### **304. Administrative Technology**

Concepts and applications of the traditional and electronic office. Offered fall semester. 3-0-3.

### **316. Applied Management Concepts**

A systems approach to integration of theory and practice in the contemporary organization. Offered fall semester. 3-0-3.

### **320. Introduction to Word Processing**

Introduction to the design and function of the word processing center, document preparation, storage and retrieval. Offered fall semester. 3-0-3.

### **321. Advanced Applications (Word Processing II)**

Advanced concepts of document preparation and management of the word processing center. Offered spring semester. 3-0-3.

### **330. Industrial Supervision**

Explores the process and techniques of accomplishing organizational objectives through others. Topics include effective use of praise and rewards, effective discipline, leadership, use of feedback, behavior modification, and human relations. Offered spring semester. 3-0-3.

#### **400. Human Resource Management**

Principles and practices regarding the recruitment, selection, development, evaluation, compensation, and proper recognition of employees within organizations. Offered spring semester. Prerequisite: Management 316. 3-0-3.

#### **403. Human Behavior in Organizations**

The application of human behavior principles common to many types of organizations, specifically, business and industry. Motivation, leadership, followership, and human problems are analyzed. 3-0-3.

#### **416. Production and Operations Management**

Explores the management concerns of cost, quality, and quantity in the production systems of manufacturing companies, material requirements, planning, break-even charts, plant location, present worth analysis, safety, job enrichment, and sequential sampling. Offered fall semester. Prerequisite: Business Administration 305 and Management 316. 3-0-3.

#### **418. Administrative Management**

Designed for students pursuing careers as managers in retailing or service industries. Topics covered include design and management of automated and traditional office systems, management information systems, records retention and disposal. Offered fall semester. Prerequisite: Management 316. 3-0-3.

#### **425. Advanced Business Communications**

Emphasis on business analysis, report writing, formal and informal presentations, public relations, and internal and external communications. Offered spring semester. 3-0-3.

#### **430. Logistics for Industrial Production**

Examines the coordinations of materials, personnel, and machines to achieve cost effective production. Advanced coverage of resource planning and inventory control. Offered fall semester. Prerequisite: Management 416. 3-0-3.

#### **431. Managerial Control of Industrial Production**

Examines the use of responsibility centers, budgets, standards, feedback, and control over the production process. Offered spring semester. Prerequisite: Accounting 315. 3-0-3.

#### **466. International Management**

Explores the development of sound decision-making and problem-solving competencies in the analysis of international business challenges. Cultural differences and other environmental factors receive special emphasis. Offered spring semester even numbered years. Prerequisite: Management 400. 3-0-3.

### **Management Information Systems**

#### **240. Microcomputer Application**

This course explores the role of the personal computer in industry. The importance of software is reviewed with hands-on use of prepackaged business software featuring keyboard skill, word processing, data base, business graphics, and spread sheet analysis. 3-1-3.

#### **241. Introduction to Computer-Based Systems**

An introduction to computers and data processing taught as a general education course for all students. 3-0-3.

#### **307. Office Automation**

An examination of the office as a center of business activity. Topics include operational logistics, decision support, and the impact of automation on the office environment. Emphasis is placed on word processing and Teleprocessing. Offered spring semester. Prerequisite: Management Information Systems 240 or 241. 3-0-3.

#### **310. Accounting Applications in EDP Systems**

A course designed to introduce the student to accounting systems design in a computer environment. Offered spring semester. Prerequisites: Accounting 214 and Management Information Systems 240 or 241. 2-2-3.



### **340. Decision Support Systems**

Theoretical concepts will be applied to real-world situations with an analysis of examples from specific organizations. Emphasis is placed on spread sheet analysis. Offered spring semester. Prerequisite: Management Information Systems 241. 3-0-3.

### **343. Systems Analysis Methods**

An overview of the systems development life cycle with emphasis on techniques, tools of system documentation, and logical system specification. Offered fall semester. Prerequisite: Management Information Systems 240 or 241. 3-0-3.

### **351. Application Program Development in RPG**

A beginning computer problem-solving and programming course using RPG as the vehicle language. Offered fall semester. Prerequisite: Management Information Systems 240 or 241. 2-2-3.

### **352. Application Program Development in COBOL**

A beginning computer problem-solving and programming course using COBOL as the vehicle language. Offered fall semester. Prerequisite: Management Information Systems 240 or 241. 2-2-3.

### **371. Structured Systems Analysis and Design**

Advanced coverage of the strategies and techniques of structured systems development with emphasis on micro computers and their operating systems. Offered spring semester. Prerequisite: Management Information Systems 240 or 241. 2-2-3.

### **405. Distributed Data Processing**

An examination of the features and impact of distributed systems in the business enterprise. Offered spring semester. Prerequisite: Management Information Systems 351 or 352. 3-0-3.

### **421. Advanced Application Program in RPG**

An advanced computer problem-solving and programming course using RPG II. Offered spring semester. Prerequisite: Management Information Systems 351. 2-2-3.

### **422. Advanced Application Program Development in COBOL**

An advanced computer problem-solving and programming course using COBOL. Offered spring semester. Prerequisite: Management Information Systems 352. 2-2-3.

Note: The student must choose either Management Information Systems 351 and 421, or Management Information Systems 352 and 422.

### **432. Information Systems Planning**

An introduction to the financial, technical, and strategic information systems process. The course will cover development of information systems. Offered fall semester. Prerequisite: Management Information Systems 351 or 352. 3-0-3.

### **433. Database Program Development**

A course emphasizing software design and programming in a database environment. Offered fall semester even-numbered years. Prerequisite: Management Information Systems 351 or 352. 2-2-3.

### **434. Advanced Database Concepts**

An in-depth investigation of data modeling, system development, and data administration in a database environment. Includes a study of QDMS (Database Management System for mainframe computers). Offered spring semester odd numbered years. Prerequisite: Management Information Systems 433. 3-0-3.

### **471. Applied Software Development Project**

A capstone systems course integrating the knowledge and capabilities gained through the other computer-related course in the curriculum within a comprehensive system development project. Prerequisite: consent of instructor. 3-0-3.

## **Economics**

### **201. Free Enterprise**

Explores the economic implications, history, and philosophy of the free enterprise system. Individual unit performance and total economic performances are examined. For non-business and beginning business majors. Offered spring semester even numbered years. 3-0-3.

**203. Principles of Economics, I**

Study of basic economic concepts, national income theory, money and banking, and the business cycle. 3-0-3.

**204. Principles of Economics, II**

Study of microeconomic concepts, price theory, behavior of the firm, market structure, and income distribution. Prerequisite: Economics 203. 3-0-3.

**301. Money and Banking**

Analysis of Federal Reserve System and monetary policy, the role of money in determination of national income, role and development of commercial banks, and the basic elements of international finance. Offered fall semester. 3-0-3.

**303. Intermediate Microeconomics**

Topics include microeconomic analysis, utility and price theory, resource allocation for optimization. Offered fall semester. Prerequisites: Economics 203 and 204. 3-0-3.

**304. Intermediate Macroeconomics**

Topics include analysis of economic aggregates, national income and production, GNP, unemployment, and inflation, with an emphasis on economic forecasting as a basis for business planning. Offered spring semester. Prerequisite: Economics 204. 3-0-3.

**311. Labor Economics**

Analysis of the labor market, unemployment, labor laws, union organization, and the theory of wages. Offered spring semester. 3-0-3.

**420. Investments**

Investment goals, strategies, and policies for individual investors are examined. Relationships of security investments to capital formation, changing rates of interest and price levels, inflation and the rates of interest and price levels, inflation, and the business cycle are also examined. Offered fall semester odd numbered years. Prerequisite: Finance 312 or consent of the instructor. 3-0-3.

**440. Public Finance**

Examination of revenues and expenditures of governmental units, public credit, taxation, and fiscal policy. Offered fall semester even numbered years. Prerequisite: Economics 304. 3-0-3.

**450. International Economics**

A study of the history and theory of international trade and finance. Topics include balance of payments, foreign exchange rates, capital movements, and monetary reforms. Offered spring semester odd numbered years. Prerequisite: Economics 204. 3-0-3.

**480. Contemporary Economic Problems**

A seminar reviewing basic economic principles and examining contemporary economic problems confronting business organizations. 3-0-3.

# Department of Education

The Department of Education has as its primary responsibility the preparation of young men and women as elementary teachers, secondary teachers, and teachers in the special subject areas. Teacher training is recognized throughout the college as one of the important functions of the institution.

Within the framework of the liberal arts and sciences curricula, the Department of Education offers programs in early childhood (K-4), intermediate (4-6), middle school (6-9) and secondary education (9-12), which fulfill the requirements for a North Carolina Class A Certificate. The Department also offers a variety of courses that may be taken by career teachers for certificate renewal or self improvement. Specific emphasis is given to competency based experiences that will enable the prospective teacher to relate theory to practice through: (1) the understanding of human growth and behavior, (2) the promotion of professional and moral development, (3) an increased awareness of the duties and responsibilities of teaching, and (4) the preparation of the prospective teacher to become an integral, contributing member of the community.

## Teacher Education

Specific characteristics of the Teacher Education Program are:

1. Students are provided a variety of experiences during the freshman and sophomore years that enable them to make valid career choices relative to teaching.
2. Developmental laboratory experiences in area public schools are provided throughout the program.
3. Low faculty-student ratio enables the prospective teacher to receive personalized instruction and guidance.
4. Student teaching experiences are provided in a variety of settings including traditional self-contained classroom, open classroom, team teaching, and inter-institutional teaming of student teachers.
5. Specific emphasis is given to helping the prospective teacher develop the competencies needed to personalize instruction.
6. A post-student teaching follow-up is provided for each student.
7. Department of Education faculty assist the Placement Office in helping the prospective teacher locate suitable employment. Each student must file with the Placement Office during the first semester of the senior year.
8. The very active college chapter of the Student National Education Association provides a variety of opportunities for students to develop professional skills and relationships.

Students who plan to become teachers need to be aware of the following essential differences between the state certification requirements and the Basic Course Requirements of the college.

1. Two literature courses must be taken in addition to the basic requirement in English. The student's course of study should include English and American literature.
2. Health 221 (Personal and Community Health) is required of all prospective teachers in addition to the physical education requirement.
3. Physical Education 106 is required for all prospective teachers.
4. The six-hour social science elective must be taken from two of the following areas: anthropology, economics, geography, political science, and sociology.
5. Art 207 (Art Appreciation) or Cultural Arts 225 (Cultural Arts Survey) is required to satisfy the fine arts requirement for prospective secondary teachers who elect Group B or C.

Each student who plans to seek teacher certification must file two applications with the Department of Education.

1. The Application for Admission to the Teacher Education Curriculum should be submitted by the beginning of the sophomore year.
2. The Application for the Student Teaching Program must be submitted by February 1 for student teaching in the fall semester and September 15 for student teaching in the spring semester. A fee is charged for late application.

The Teacher Education Committee is charged with the responsibility of processing all applications. To be admitted to the Teacher Education Curriculum, the student must meet the following requirements:

1. Be recommended by the department in which he or she is majoring.
2. Satisfactorily complete tests, including the STEP tests, Core Battery Tests I & II of the NTE, and speech test as required by the Teacher Education Committee. See academic adviser or the Education Department office for complete details of acceptable scores and administration dates of various tests.
3. Have attained and maintained a Quality Point Ratio of 2.0.
4. Show promise of success as a future teacher.

To be eligible for acceptance in the Student Teaching Program, the student must meet the following requirements:

1. Be recommended by the department in which he or she is majoring.
2. Have been admitted to a teacher education curriculum by the Teacher Education Committee.
3. Be eligible for graduation in May or August following completion of the Program.
4. Have achieved a cumulative grade point average of 2.25 at the time of making application to the Program.

**NOTE:**

*The Department will be changing the curriculum for teacher education certification based upon the new standards and guidelines as outlined by the North Carolina Department of Public Instruction. Students completing the program throughout the transitional phases will be recommended for teacher certification in all areas completed. An addendum will be added to the catalog as program changes are finalized.*

**Degree Requirements**

**The Bachelor of Science Degree with a Major in Early Childhood Education, (K-4)**

**Semester Hours**

BASIC COURSE REQUIREMENTS (Group A, B, or C).....	40-52
Cultural Arts 225, Mathematics 101, Science Education 101, and 102 are required and will satisfy 14 hours of the Basic Course Requirements.	
MAJOR (Professional Education).....	31
Education 210, 310, 312, 320, 325, 340, 430, 440, 450.	
SUPPORTIVE STUDIES (Required Subject Matter).....	44
Geography 101, Political Science 202, Science Education 103, Mathematics 204, French or Spanish 300, Art 301 and 302, Music 345 and 346, Health 320, Physical Education 301, Mathematics Education 330, Science Education 330, Education 230, 235, and 445.	
COMPLEMENTARY REQUIREMENTS.....	14
Health 221, Psychology 301, 303, and 6 hours of literature.	

CONVOCATION .....	0-4
Total .....	<u>129-141</u>

**The Bachelor of Science Degree with a Major in Intermediate Education, (4-6)** **Semester Hours**

BASIC COURSE REQUIREMENTS (Group A, B, or C).....	40-52
Cultural Arts 225, Mathematics 101, Science Education 101 and 102 are required and will satisfy 14 hours of the Basic Course Requirements.	
MAJOR (Professional Education) .....	31
Education 210, 310, 312, 320, 325, 340, 430, 440 and 450.	
SUPPORTIVE STUDIES .....	44
Geography 101, Political Science 202, Science Education 103, Mathematics 204, French or Spanish 300, Art 301 and 302, Music 345 and 346, Health 320, Physical Education 301, Mathematics Education 330, Science Education 330, Education 230, 235 and 445.	
COMPLEMENTARY REQUIREMENTS .....	17
Health 221, Psychology 301 and 303, Mathematics 205 and 6 hours of literature.	
CONVOCATION .....	0-4
Total .....	<u>132-144</u>

**The Bachelor of Science Degree with a Major in Middle School Education** **Semester Hours**

BASIC COURSE REQUIREMENTS (Group A, B, or C).....	40-52
Cultural Arts 225, Mathematics 101, Science Education 101 and 102 are required and will satisfy the 14 hours of the Basic Course Requirements.	
MAJOR .....	30
Education 310, 316, 325, 340, 440, 445, 450 and Psychology 302 and 303.	
SUPPORTIVE STUDIES	
Students majoring in Middle School Education must choose at least one academic concentration from the following:	

**Communication**

English 101	Composition	3
English 102	Composition	3
English	English Literature	3
English	American Literature	3
English	Literature	3
Education 316	Reading in the Content Area	3
Education 230	Language Arts	3
Education 320	Children's Literature	3
English 363	Advanced Grammar/Composition	3

## Science

Biology 101	General Biology	4
Chemistry 111	General Chemistry	4
Physics 201	General Physics	4
Geology 101	Physical Geology	4
Science Education	Science Education	4
Chemistry 112	General Chemistry	4
Physics 202	General Physics	4
Science-(6 hours selected from the life sciences)		6

## Mathematics

*Mathematics 111	Trigonometry	3
*Mathematics 112	College Algebra	3
Mathematics 205	Mathematics for Teachers II	3
Mathematics 216	Probability and Statistics	3
Mathematics 221	Introductory Calculus	3
Mathematics 222	Calculus and Analytical Geometry	3
Mathematics 302	Linear Algebra	3
Mathematics 303	Modern College Geometry	3
Mathematics 310	Number Theory	3
Mathematics Education 432	Methods of Teaching Mathematics	3
*These courses may replace Mathematics 101 and 204.		

## Social Studies

History 101	Modern Western Civilization	3
History 102	Modern Western Civilization	3
History 201	United States History	3
History 202	United States History	3
History 345	North Carolina History	3
History 353	African and Asian Civilization	3
Political Science 201	Introduction to Political Science	3
Political Science 202	United States Government	3
Political Science 304	State and Local Government	3
Geography 101	Physical Geography	3
Economics 204	Principles of Economics II	3
Sociology 320	Cultural Anthropology	3

## Foreign Language

### French

French 211	Intensive Oral French	6
French 301	Advanced French Grammar, Composition and Conversation	3
French 305	French Civilization and Culture I	3
French 306	French Civilization and Culture II	3
French 303	Survey of French Literature	3
<b>OR</b>		
French 307	French Literature of the 19th Century	3
French 332	Practicum in the Public Schools in Grades 6-9	2

## Spanish

Spanish 211	Intensive Oral Spanish	6
Spanish 301	Advanced Spanish Grammar, Composition and Conversation	3
Spanish 305	Spanish Civilization and Culture	3
Spanish 306	Spanish American Civilization and Culture	3
Spanish 303	Survey of Spanish Literature	3
<b>OR</b>		
Spanish 307	Introduction to Modern Spanish Literature	3
Spanish 332	Practicum in the Public Schools in Grades 6-9	2

## COMPLEMENTARY REQUIREMENTS

Geography 101, Science Education 103, Mathematics 204 and 205, English 363, French or Spanish 300, Health 221, and 6 hours of literature.

FREE ELECTIVES.....	0-9
CONVOCATION.....	0-4
TOTAL.....	128

## The Bachelor's Degree with Preparation for Secondary (9-12) Teacher Certification

(See the department of interest.)

## Description of Courses

The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.

### 100. Communication Skills

A course for the Gardner-Webb student who has a problem in reading great enough to interfere with college work. 3-1-3.

### 210. Reading

Involves the teaching of reading and related language arts from the kindergarten through the intermediate grades. 3-0-3.

### 230. Language Arts in the Elementary School

Planning, teaching, and evaluating the language arts in the elementary school. 3-0-3.

### 235. Social Studies in the Elementary School Classroom

Planning, teaching, and evaluating the social studies in the elementary school. 2-0-2.

### 310. Materials and Media

Teaching educational equipment operation and the preparation, utilization, and evaluation of teaching aids and materials. 3-0-3.

### 312. Practicum in Reading

Provides experience for the prospective teacher in the practical application of teaching reading skills and in diagnosing problems on the K-6 level. Prerequisite: Education 210. 1-4-4.

### 316. Teaching Reading in The Content Areas

Provides experience for the prospective teacher in the practical application of teaching reading skills and in diagnosing problems on the 6-12 level. 3-0-3.

**320. Children's Literature**

A critical study of classical and current books and materials for children on the K-6 level. Recommended prerequisite: Education 210. 3-0-3.

**325. Modern Foundations of Education**

A study of the social, cultural and philosophical influences on the development of the elementary child and the origin and development of education in the United States for the elementary level. 2-0-3

**340. Curriculum**

An introduction to the American public school system. Elements of curriculum including conflicting concepts, organizational patterns, and relationships to instruction will be introduced. 3-0-3

**430. Methods of Teaching**

Provides an understanding and application of the use of materials and teaching methods. Laboratory experience in area schools on the K-6 level is required. 3-3-3.

**440. Classroom Management**

An extensive examination and application of classroom management procedures used in the public school environment. Emphasis will be placed on behavioral management, record-keeping, parent conferences, and daily classroom routines. 3-0-3

**445. Exceptionalities and Learning**

An in-depth examination of the exceptional students as related to learning. Application of learning theory, tests and measurements, and instructional methods will be the major emphasis of the course. 3-0-3

**450. Student Teaching**

A ten-week period of full-time supervised teaching at the appropriate level designed to provide the complete range of teacher's work and its interlocking relationships. 0-90 or more (total)-6.

**495. Independent Study**

Individual study of a special subject under the guidance of an instructor whose specialty is appropriate. Prerequisite: approval of department chairman and instructor. 0-Independent Study-3.



# Department of English Language and Literature

The objectives of the English Department are to enable the student:

1. To think and write maturely and to follow a reading program designed toward that end.
2. To study literature as an expression of the ideas and emotions of great writers, and to develop a keen, critical appreciation of the form that expression takes.
3. To enjoy life culturally and more fully as a result of literary experience.
4. To integrate study with world thought in order to comprehend and shape the contemporary scene.

## Degree Requirements

	Semester Hours
<b>The Bachelor of Arts Degree with a Major in English</b>	
BASIC COURSE REQUIREMENTS (Group A) .....	43-52
MAJOR .....	30
After English 101, 102, ten courses, but must include English 402, two additional courses in British literature, and any two courses in American literature.	
SUPPORTIVE STUDIES .....	15
Select from the following: Any course(s) in speech; theatre arts; upper-level foreign language courses or a new foreign language beyond the Basic Course Requirement; selected religion and history courses; any philosophy course; Greek 300, Latin 301, Hebrew 303. For others, consult adviser.	
COMPLEMENTARY ELECTIVES .....	15
Any elected area(s) not directly related to the major, as approved by the faculty adviser.	
FREE ELECTIVES .....	12-25
CONVOCATION .....	0-4
Total .....	128

## The Bachelor of Arts Degree with a Major in English with Preparation for Secondary (9-12) Teacher Certification

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A) .....	43-52
The social science requirement must be taken from two of the following areas: anthropology, economics, geography, political science, and sociology. The natural science requirement must be fulfilled by taking Biology 101 and one of the following: Chemistry 103, Geology 101, Physics 103, or Physics 201.	
MAJOR .....	32
After English 101, 102 (counted in the Basic Course Requirements), eleven courses, including English 244, 432, 351, 353, and 402. Of the remaining five courses, two must be British; two American; and one a choice between British and American.	

SUPPORTIVE STUDIES.....	14-15
Education 316, 412, 422, and 450*, or select from the following: any course(s) in speech; theatre arts; upper-level foreign language courses or a new foreign language beyond the Basic Course Requirement; selected upper-level religion and history courses; any philosophy course; Greek 300, Latin 301, Hebrew 303. For others, consult adviser.	
COMPLEMENTARY REQUIREMENTS.....	11
Health 221 and Psychology 201, 302, and 303.	
COMPLEMENTARY ELECTIVES.....	14-15
Education 316, 412, 422, and 450*, or any elected area(s) not directly related to the major, as approved by the faculty adviser.	
FREE ELECTIVES.....	0-14
CONVOCATION.....	0-4
Total .....	128

*\* The Education Block Program is required and may be supportive or complementary, depending on the student's academic interests.*

**NOTE:**

*The Department will be changing the curriculum for teacher education certification based upon the new standards and guidelines as outlined by the North Carolina Department of Public Instruction. Students completing the program throughout the transitional phases will be recommended for teacher certification in all areas completed. An addendum will be added to the catalog as program changes are finalized.*

# Communications Studies

The purposes of the Communications Studies degree program are to engender:

1. understanding, sensitivity, and competence in matters of human exchange
2. supportive skills and concepts from a broad spectrum of career-related areas
3. expertise and experience in at least four media-related fields
4. productive application of the principles of effective communication as the fundamental medium in a variety of experiences.

## Degree Requirements

	Semester Hours
<b>The Bachelor of Arts Degree with a Major in Communications</b>	
BASIC COURSE REQUIREMENTS (Group A) .....	43-52
<b>MAJOR</b>	
(English 101 and 102 are prerequisites to all Communications courses.)	
A. NUCLEUS COURSES .....	15
Speech, graphics, rhetoric/grammar, creative <i>or</i> technical writing, communication theory.	
B. MEDIA SPECIALTY COURSES .....	24
Two courses in each area from four different areas, (drama, film, materials, photography, radio, T.V.).	
C. INTERNSHIPS .....	6
Work experience in two areas to be arranged by adviser. Assignments made after completion of course work in areas chosen.	
SUPPORTIVE STUDIES .....	18
At least one course in three of the following areas: business, computer science, social science/history, psychology, English, music, dance, foreign language. (Basic course credits do not count here.) Consult adviser for appropriate balance.	
FREE ELECTIVES .....	9-22
CONVOCATION .....	0-4
Total .....	128

## Description of Courses

The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.

### English

#### 100. Developmental English

Individual instruction in the mastery of the basics of English. 3-1-3.

#### 101. Composition

Rhetoric, selected reading, mechanics as required. 3-0-3.

#### 102. Composition and Introduction to Literature

Composition based upon themes and structure of literature. Prerequisite: English 101. 3-0-3.\*

#### 200. Research Methods

Intended to enable student to perform research in the college library. Provides a basic understanding of the card catalog, reference works, serials, indexes, and other bibliographic sources. Prepares student to write research paper in a variety of disciplines. No prerequisites. 1-0-1.

\*English 101 and 102 are prerequisite to all upper-level courses, unless otherwise noted.

- 230. English Literature Survey**  
Representative writers from the beginning to the eighteenth century. 3-0-3.
- 231. English Literature Survey**  
Representative writers from the eighteenth century to the present. 3-0-3.
- 232. American Literature Survey**  
Representative writers from the beginning to the present. 3-0-3.
- 234. Black Literature**  
A study of black literature in America from Phyllis Wheatley to James Baldwin. Emphasis on Harlem Renaissance writers. Richard Wright, Ralph Ellison, and later militant authors. 3-0-3.
- 235. Southern Literature**  
A study of selected works from Southern writers between William Byrd and Robert Penn Warren, including Edgar Allen Poe, Booker T. Washington, William Sydney Porter, Eudora Welty, Carson McCullers, Flannery O'Conner, and William Faulkner. 3-0-3.
- 244. World Literature**  
Masterpieces of world literature, excluding English and American; includes ancient and modern. 3-0-3.
- 301. Studies in Folklore**  
An introductory course emphasizing verbal folklore such as folktales, legends, ballads and proverbs. Focus may be regional, general, or literary as interests dictate. 3-0-3.
- 306. Literature of the American Renaissance**  
The age of Irving, Poe, Hawthorne, Melville, Emerson, Thoreau. 3-0-3.
- 307. Late Nineteenth Century American Literature**  
Beginning with Walt Whitman, the course includes poetry, fiction, and other prose of such writers as Mark Twain, Emily Dickinson, Stephen Crane, and Henry James, 3-0-3.
- 308. Twentieth Century British Literature**  
A study of the works of modern British writers such as James Joyce, D. H. Lawrence, J. R. R. Tolkien, Dylan Thomas, and Graham Green. 3-0-3.
- 309. Twentieth Century American Literature**  
A study of the works of representative modern writers such as Ernest Hemingway, William Faulkner, Robert Frost, Theodore Roethke, and Saul Bellow. 3-0-3.
- 310, 320. Studies in the American Novel**  
An investigation of the American novel by periods, authors, or topics as determined by the professor. 3-0-3, 3-0-3.
- 311. Medieval Literature**  
Includes *Beowulf* and other Anglo-Saxon achievements, medieval drama, romance, poetry, and Chaucer. 3-0-3.
- 315. Literature of the English Renaissance**  
Poetry, drama, and selected prose of Shakespeare's contemporaries. 3-0-3.
- 316. The Age of Milton**  
Major poets and selected prose, with emphasis on *Paradise Lost*. 3-0-3.
- 318. Restoration and Eighteenth Century Literature**  
Selected poetry, essays, and drama; includes Pope, Swift, Johnson, Goldsmith. 3-0-3.
- 321. Romantic Literature**  
Major poetry of Blake, Wordsworth, Coleridge, Byron, Keats, Shelley, others; selected prose. 3-0-3.
- 322. Victorian Literature**  
Poetry of Browning, Tennyson, Arnold, others; selected prose. 3-0-3.
- 343. The English Novel**  
Representative authors and types from the beginning to the present. 3-0-3.

### **351. Literary Criticism**

Major critical approaches from Aristotle to the present. 3-0-3.

### **353. Development and Structure of the English Language**

Origin, history; morphology and phonology; discussion of grammars and introduction to transformational grammar. 3-0-3.

### **362. Creative Writing**

This course teaches the creative production of the poem and the short story. Prerequisite: permission of instructor. 3-0-3.

### **363. Rhetoric and Grammar, Theory and Practice**

The primary concern is expository / argumentative prose and the systems which inform the process of composition. The emphasis is on understanding theory and translating it into practice. 3-0-3.

### **402. Shakespeare**

Approximately ten representative plays. 3-0-3.

### **432. Methods of Teaching English**

A survey of teaching methods as they apply to specific topics. 2-0-2.

### **491. Seminar in American Literature\***

Subjects change as needed and desired. Typical topics: Contemporary Jewish Writers, Naturalism, American Political Novel, Women in Literature. 3-0-3.

### **492. Seminar in English Literature\***

Subjects change as needed and desired. Typical topics: Humanism, Prosody. 3-0-3.

### **495, 496. Independent Study**

Individual study of special subject matter under guidance of instructor in whose specialization topic lies. Work may be taken for "Honors" notation on transcript. Application by request in semester prior to study, subject to departmental approval. 0-Independent Study-3, 0-Independent Study-3.

*\*A student may take no more than two seminars without Departmental approval.*

*Note on Course Numbers: For all courses above 300, odd-numbered courses generally occur in the fall and even-numbered courses in the spring. Students planning to teach should plan ahead so as to allow for the Student Teaching Program in the spring semester of their junior year.*

## **Communications**

### **270. Photography (Media)**

Instruction in basic still photography, equipment and techniques. 3-0-3.

### **280. Speech (Nucleus)**

Instruction and practical experience in the techniques of oral delivery. 3-0-3.

### **310. Materials (Media)**

Primary emphasis on educational equipment operation, (preparation, use, and evaluation of materials), but includes analysis of supportive materials in other presentations. 3-0-3.

### **321. Print Journalism**

Introduction to the medium; exercise in three practical skills: reporting, writing, and editing the news. 3-0-3.

### **322. Print Journalism**

Advanced exercise in editing. Includes page layout, other graphics, headline writing, editing for space and content. AP stylebook knowledge necessary. 3-1-3.

### **331. Broadcast (Radio)**

Theory and practice in the basic aspects of broadcast journalism; introduction to operations and production. 3-0-3.

### **332. Broadcast (Radio)**

Advanced instruction in scripting, tape-editing, commercial design, and program planning. 3-0-3.

**341. Drama**

A study of drama from its Greek origins to the contemporary theater, with emphasis on drama as literature. 3-0-3.

**342. Drama/Theater Arts**

(See adviser for other appropriate listings.)

Fundamentals of acting; techniques of movement, gesture, and facial expression in character interpretation. 3-1-3.

**360. Communication Theory (Nucleus)**

A detailed treatment of the factors involved in the exchange of ideas and information; emphasis upon philosophical bases, types of media, and research techniques. 3-0-3.

**361. Technical Writing (Nucleus)**

Writing for business, industrial, and related concerns where specialized formats and formulas are required. 3-0-3.

**362. Creative Writing (Nucleus)**

Emphasizes the creative production of the poem and the short story. Prerequisite: permission of instructor. 3-0-3.

**363. Rhetoric and Grammar (Nucleus)**

Primary concern is exposition/argumentative prose and the systems which inform the process of composition. Includes grammar, usage, and composition practice. 3-0-3.

**410, 411. Broadcast (T.V.) (Projected for 1986-87)****421, 422. Film (Projected for 1985-86)****491-495. Internships**

Three hours credit; descriptions available on request. (491-Print Journalism; 492-Broadcast (radio); 493-Theater Arts; 494-Broadcast (T.V.); 495-Film)

# Department of Fine Arts

The Department of Fine Arts offers courses in art, music, theatre arts, and speech. Its objectives are: (1) To stimulate a greater interest and knowledge of the arts for music majors, general students, and members of the surrounding community by offering performance and learning opportunities. (2) To provide opportunities to participate in the development of imagery, auditory acuity, technical skills, and aesthetic appreciation to the extent of individual abilities. (3) To help develop a set of values for discriminatory choices based on knowledge and personal aesthetic experience.

## Degree Requirements

### The Bachelor of Arts Degree with a Major in Music

Semester  
Hours

BASIC COURSE REQUIREMENTS (Group A) . . . . . 43-52

The fine arts requirement must be met by taking Music 226. Students seeking teacher certification must satisfy the social science requirement by selecting courses from two of the following areas: anthropology, economics, geography, political science, and sociology. The natural science requirement must be fulfilled by taking Biology 101 and one of the following: Chemistry 103, Geology 101, Physics 103, or Physics 201. Students concentrating in Sacred Music must meet the social science requirement by taking 6 hours of psychology selected from 201, 206, 301, 302, 303, 310, or 374.

MAJOR . . . . . 30

Applied Major, 12 hours; Music 105, 106, 205, 206, 305 and 306. Each music major is required to participate in a performing group each semester while enrolled as a full-time student. A minimum of four semesters of participation in a performing organization is required for part-time students.

SUPPORTIVE STUDIES . . . . . 17-23

Applied Minor, 4 hours; Music 325, 326, 445, 446, 447, and 3 hours from Music 349, 455, 457, or 459.

Liberal arts music majors will add ONE of the following for 6 hours:  
*Performance Option:* 6 hours of Applied Major (culminating in a Junior Recital of at least one-half hour in length; and a Senior Recital one full hour in length. In addition, the student will prepare a 20 minute audition during the sophomore year for admission to junior status in this option.)

*Treatise or Composition Option:* 6 hours of Treatise or Composition Preparation (culminating in a definitive document to be defended before the entire music faculty. No recital will be required, but an Applied Major will be studied as indicated above).

COMPLEMENTARY STUDIES . . . . .

Select one of the following:

*Concentration in Music Education* (leading to Teacher Certification): Education 316, 412, 422, 450; Health 221; English (6 hours — 3 each in American and English literature); Psychology 201, 303, and either 206, 301, or 302; Music 245, 247, 248, 347, 348. Total: 36 hours.

*Concentration in Sacred Music*: Music 245, 247, 248, 249, 347, 348, 465, 466, 467; Religion 243; either Religious Education 371, 372, or 373; either Psychology 206, 301, 302, 303, or 374 not already taken in Basic Course Requirements. Total: 26 hours.

*Concentration in Sacred Music / Religion*: Music 347, 348, 457 (if not elected in Supportive Studies), or 3 hours of applied voice, 465, 466, 467; Psychology 374; Religion 243; one from Religion 371, 372, 373; and 15 hours in religious education chosen in consultation with adviser. Total: 37-40 hours.

*Concentration in Music*: (Performance, Composition or Treatise): 15 hours in courses not directly related to the major as approved by the faculty adviser.

*Concentration in Music with Second Major*: A double major in music and in another area of the student's choice. All work for both majors must be completed as required in each discipline.

FREE ELECTIVES . . . . .	0-23
CONVOCATION . . . . .	0-4
Total . . . . .	128

A complete curriculum outline for each degree program in music is available in the office of the Chairman, Department of Fine Arts.

*Piano Proficiency Examination*. Each music major will be required to pass a piano proficiency examination as an integral part of the overall degree requirements; four hours of an applied minor have been set aside in each degree program for this purpose for the student whose performance major is not piano. Information is available from the Chairman of the Department of Fine Arts as to the specific requirements of the piano proficiency examination, both for the student whose applied major is piano and for those whose applied major is another area.

No student will be permitted to enroll in the block program of professional education until satisfactorily passing this examination.

*Students concentrating in Sacred Music should be aware of the following:*

While participation in a performance group is required each semester of full-time enrollment, at least four semesters must be in a choral organization.

The applied major is to be chosen from organ, piano, or voice.

The applied minor in the Supportive Studies is to be 6 semester hours; these are to be elected as follows: for organ majors — 4 hours of voice and 2 hours of Piano, or 6 hours of voice; for piano majors — 4 hours of voice and 2 hours of organ; for voice majors — 4 hours of piano and 2 hours of any applied elective. Application is to be made with the department of Fine Arts for admission to Church Music Administration and Field Work in Sacred Music courses. To be admitted, the student must: be recommended by the department; have exhibited good Christian character and citizenship; be in good standing academically according to the college retention policy; and have demonstrated genuine interest in the field of church music.



## Art

The Department of Fine Arts courses in art appreciation fulfill the liberal arts philosophy of a well-rounded student. These courses are designed to give the student an intelligent appreciation and understanding of the great works of art and of the great creative minds that shaped western civilization. In addition to art appreciation, courses are offered in applied art for teacher certification and for election.

### Description of Courses

The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.

#### 203. Basic Studio Art

Beginning experiences in basic design, drawing, painting, and printmaking. Special fee. 0-6-3.

#### 204. Advanced Studio Art

Continued experiences with art media. Prerequisite: Art 203. Special fee. 0-6-3.

#### 205. Crafts

Basic studio experiences in craft media, including fibers and clay. Special fee. 0-6-3.

#### 207. Art Appreciation

A survey of the field of art designed to give the student an intelligent appreciation and understanding of how the visual arts reflect civilization. 3-0-3.

#### 301. Art Education Lab

A laboratory designed for the prospective elementary teacher. Prerequisite: Cultural Arts 225. 0-2-1.

#### 302. Teaching Methods in Art

A continuation of Art 301, including experiences with art materials and teaching strategies appropriate for use with children. Special fee. Prerequisite: Art 301. 1-4-3.

#### 303. Trends in Art Education

Readings, discussion, and application of contemporary theories and practices in elementary art education. Prerequisites: Art 301 and 302. 3-0-3.

#### 308. Art History

A seminar in art history geared to the interests of the students. Prerequisite: Art 207. 3-0-3.

#### 495, 496. Independent Study

The student selects individual problems in art, subject to the approval of the professor. Admission on approval of chairman. 0-6-3, 0-6-3.

## Cultural Arts

#### 225. Cultural Arts Survey

A survey course including a knowledge of the basic concepts, history, relationships between, and the analysis of performances in art, dance and music. Concert attendance will be required. Required of all students seeking any type of teacher certification. 3-0-3.

## Music

The Music Division of the Department of Fine Arts is an Associate Member of the National Association of Schools of Music.

Courses are offered in the field of music to train the student in the essentials of musicianship; to guide the student in the integration of the art of music with the art of living; to coordinate the musical activities of the student in order that both sacred and

secular music may be maintained at a high standard of quality; and to prepare the student for graduate or professional training, a teaching career, or the ministry of music in churches.

#### *Key to numbering of courses in Music:*

*The first digit denotes the level of study: 0-Preparatory; 1-Freshman; 2-Sophomore; 3-Junior; 4-Senior. The second digit identifies the area of study: 0-Music Theory; 2-Music History and Literature; 4 and 5-Music Education; 6-Sacred Music; 7 and 8-Performance Groups. The third digit designates the semester in which the course is usually offered: odd numbers for the fall semester and even numbers for the spring semester. However, there are some courses that are offered each semester.*

*In addition, the second digit for all applied music course numbers signifies the medium of performance: 0-Piano; 1-Voice; 2-Organ; 3-Brass; 4-Woodwinds; 5-Strings; 6-Percussion; 7-Guitar. The third digit indicates the amount of credit earned in applied music; one hour credit if the course number ends in 1; two hours credit if the course number ends in 2; three hours credit if the course number ends in 3; four hours credit if the course number ends in 4.*

## Description of Courses

The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.

### Applied Music

#### Piano:

- 001. Elective Piano.  $\frac{1}{2}$ -3-0.\*
- 002. Elective Piano. 1-6-0.
- 101. Lower Division Piano.  $\frac{1}{2}$ -3-1.
- 102. Lower Division Piano. 1-6-2.
- 301. Upper Division Piano.  $\frac{1}{2}$ -3-1.
- 302. Upper Division Piano. 1-6-2.
- 303. Upper Division Piano.  $1\frac{1}{2}$ -9-3.
- 304. Upper Division Piano. 2-12-4.

#### Voice:

- 012. Elective Voice. 1-6-0.
- 111. Lower Division Voice.  $\frac{1}{2}$ -3-1.
- 112. Lower Division Voice. 1-6-2.
- 311. Upper Division Voice.  $\frac{1}{2}$ -3-1.
- 312. Upper Division Voice. 1-6-2.
- 313. Upper Division Voice.  $1\frac{1}{2}$ -9-3.
- 314. Upper Division Voice. 2-12-4.

#### Organ:

- 021. Elective Organ.  $\frac{1}{2}$ -3-0.
- 022. Elective Organ. 1-6-0.
- 121. Lower Division Organ.  $\frac{1}{2}$ -3-1.
- 122. Lower Division Organ. 1-6-2.
- 321. Upper Division Organ.  $\frac{1}{2}$ -3-1.
- 322. Upper Division Organ. 1-6-2.
- 323. Upper Division Organ.  $1\frac{1}{2}$ -9-3.
- 324. Upper Division Organ. 2-12-4.

#### Woodwinds:

- 041. Elective Woodwinds.  $\frac{1}{2}$ -3-0.
- 042. Elective Woodwinds. 1-6-0.
- 141. Lower Division Woodwinds.  $\frac{1}{2}$ -3-1.
- 142. Lower Division Woodwinds. 1-6-2.
- 341. Upper Division Woodwinds.  $\frac{1}{2}$ -3-1.
- 342. Upper Division Woodwinds. 1-6-2.
- 343. Upper Division Woodwinds.  $1\frac{1}{2}$ -9-3.
- 344. Upper Division Woodwinds. 2-12-4.

#### Strings:

- 051. Elective Strings.  $\frac{1}{2}$ -3-0.
- 052. Elective Strings. 1-6-0.
- 151. Lower Division Strings.  $\frac{1}{2}$ -3-1.
- 152. Lower Division Strings. 1-6-2.
- 351. Upper Division Strings.  $\frac{1}{2}$ -3-1.
- 352. Upper Division Strings. 1-6-2.
- 353. Upper Division Strings.  $1\frac{1}{2}$ -9-3.
- 354. Upper Division Strings. 2-12-4.

#### Percussion:

- 061. Elective Percussion.  $\frac{1}{2}$ -3-0.
- 062. Elective Percussion. 1-6-0.
- 161. Lower Division Percussion.  $\frac{1}{2}$ -3-1.
- 162. Lower Division Percussion. 1-6-2.
- 361. Upper Division Percussion.  $\frac{1}{2}$ -3-1.
- 362. Upper Division Percussion. 1-6-2.
- 363. Upper Division Percussion.  $1\frac{1}{2}$ -9-3.
- 364. Upper Division Percussion. 2-12-4.

**Brass:**

031. Elective Brass.  $\frac{1}{2}$ -3-0.  
 032. Elective Brass. 1-6-0.  
 131. Lower Division Brass.  $\frac{1}{2}$ -3-1.  
 132. Lower Division Brass. 1-6-2.  
 331. Upper Division Brass.  $\frac{1}{2}$ -3-1.  
 332. Upper Division Brass. 1-6-2.  
 333. Upper Division Brass.  $1\frac{1}{2}$ -9-3.  
 334. Upper Division Brass. 2-12-4.

**Guitar:**

071. Elective Guitar.  $\frac{1}{2}$ -3-0.  
 072. Elective Guitar. 1-6-0.  
 171. Lower Division Guitar.  $\frac{1}{2}$ -3-1.  
 172. Lower Division Guitar. 1-6-2.  
 371. Upper Division Guitar.  $\frac{1}{2}$ -3-1.  
 372. Upper Division Guitar. 1-6-2.  
 373. Upper Division Guitar.  $1\frac{1}{2}$ -9-3.  
 374. Upper Division Guitar. 2-12-4.

**Music Theory****103, 104. Basic Music Theory**

Introduces basic skills of making music — pitch, notation, scales, intervals, note values, time signatures, meter, sight-singing, rhythmic drills, and rudimentary keyboard skills. Designed for those with little or no previous experience on a keyboard instrument or in music reading skills. 1-1-1, 1-1-1.

**105, 106. Music Theory I, II**

Introduces primary and secondary triads, four-part writing procedures with suitable ear training, sight singing, and keyboard assignments. Covers various aspects of musical form such as melody, tension and relaxation, and phrase structures through simple part forms. Prerequisite: permission of instructor. 3-2-4, 3-2-4.

**205. Music Theory III**

The integrated study of chromatic harmony and modulation to all keys. A continuation of areas begun in first year theory with additional emphasis on analysis and composition in smaller forms. 2-2-3, 2-2-3.

**206. Music Theory IV**

A survey of modern trends and thought from Post-Romanticism to the present, including electronic music. Includes ear training, analysis, and composition in each style studied. 2-2-3.

**305. Counterpoint**

Further examination of linear writing and combination of contrapuntal voices in the Renaissance and Baroque periods. Composition and analysis are required in period. 2-0-2.

**306. Orchestration**

A basic course in writing and arranging for band and orchestral instruments. Includes a study of the characteristics of most woodwind, brass, string, and percussion instruments with an emphasis on problems for beginner and intermediate players; writing for various combinations of instruments in family and heterogenous groups; score writing; and some insights into writing for full band and orchestra. 2-0-2.

**Music History and Literature****125. Music Appreciation**

A course in the elements of music and music literature for the non-music major, with special emphasis on listening and the ability to recognize themes from various compositions. Some concert attendance will be required. 3-0-3.

**226. Music Literature**

An introductory listening course for the music major leading to the study of the history of music. 3-0-3.

**325, 326. Music History I, II**

A study of the history of Western music, from its beginnings through the contemporary period. Prerequisite: Music 226 or instructor's approval. 3-0-3, 3-0-3.

## **Music Education**

### **145, 146. Piano Class I, II**

Group instruction of piano for beginning students. Materials appropriate for accompanying, improvisation, sight-reading, and transposition are included. Special fee. 2-3-1, 2-3-1.

### **147, 148. Voice Class I, II**

Two semesters of progressive study designed for the student desiring a basic knowledge of voice production in speech and song. Special fee. 2-3-1, 2-3-1.

### **245. Brass and Percussion Class**

Elementary instruction in the techniques of playing and repairing instruments in the brass and percussion families. Individual competencies will be stressed on instruments of the percussion group; ensemble experience including playing, arranging, and conducting will be stressed in the brass group. Open to all students. 2-1-1.

### **246. Guitar Class**

A beginning course for students with little or no experience with the guitar. Special fee. 1-3-1.

### **247. Strings Class**

Elementary instruction in the techniques of playing and repairing instruments in the string family. Instruments normally found in the string orchestra — violin, viola, cello and bass — will be studied. Open to all students. 2-1-1.

### **248. Woodwinds Class**

Elementary instruction in the techniques of playing and repairing instruments in the woodwind family, both single and double reed. Open to all students. 2-1-1.

### **249. Handbells**

Elementary techniques of playing handbells and of conducting handbell ensembles. Open to all students who have had one year of music theory or its equivalent. 2-1-1.

### **345. Music Education Skills**

Provides background in theory and instrumental skills for classroom teachers. No previous experience necessary. Includes piano, autoharp chording, conducting, singing, fundamentals, and recorder. 2-1-1.

### **346. Music Methods for the Classroom Teacher**

Practical application of skills acquired in Music 345. Examination of basal music series, plus outside reading. Expanded experience with instruments. Actual teaching experience in local schools and kindergarten. Prerequisite: Music 345 or demonstration of proficiency. 3-0-3.

### **347. Elementary Music Education**

Materials and methods for music specialists. Teaching and supervision of music program for elementary schools, based on developmental knowledge of music concepts through musical activities. 2-0-2.

### **348. Secondary Music Education**

Materials and methods for the development of music programs for junior and senior high schools, including discipline, curriculum, budgeting, techniques for general music, instrumental and vocal classes, and job placement. 2-0-2.

### **349. Instrumental Methods and Literature**

The teaching and supervision of music as it relates to the junior and senior high school instrumental program. Marching band techniques and problems in staging shows for special events are included. 3-0-3.

### **445. Conducting Fundamentals**

Introductory course in conducting. Prerequisites: Music 105-106. 1-1-1.

### **446. Choral Conducting**

Conducting and choral rehearsal techniques appropriate to school and church choral groups, emphasizing student conducting experience. 2-0-2.

#### **447. Instrumental Conducting**

Conducting patterns and techniques as applied to various combinations of instruments from small ensembles to symphonic band and orchestra. Instrumental performing groups will serve as laboratory groups. 1-0-1.

#### **455. Piano Pedagogy and Literature**

Methods and materials appropriate for group and private instruction of adults and children with discussion of the related problems. Detailed analysis of piano literature in each historic period required. 2-2-3.

#### **457. Vocal Pedagogy and Literature**

A study of methods and materials for the teaching of private and class voice. Evaluation of vocal literature for elementary and advanced student. 2-2-3.

#### **459. Organ Pedagogy and Literature**

A comprehensive survey of organ literature, the history of organ construction and development, and a study of the basic principles of private organ instruction. 2-2-3.

### **Sacred Music**

#### **465. Hymnology**

A study of church history and congregational worship music from 700 A.D. through the contemporary period. Offered in the fall of even-numbered years. 3-0-3.

#### **466. Church Music Administration**

Practical study of organization and administration of a church music ministry emphasizing the minister of music's role as minister, church staff member, educator, promoter, and administrator. Church Music Administration: Offered in the fall of odd-numbered years. 3-0-3.

#### **467. Church Music Seminar and Field Work**

Philosophy, observation and participation in the development of a church music program. May be taken only concurrently with or after completing Music 466. 1-4-3.

**Performance Groups (freshmen and sophomores should register for the 100 number; juniors and seniors should register for the 300 number).**

#### **170, 370. Concert Choir**

A mixed chorus of select voices determined by auditions held at the beginning of the school year. Open to all students of the college. 0-3-1, 0-3-1.

#### **175, 375. Chorale**

A large choral group which prepares programs of sacred and secular music for presentation on campus and in area schools and churches. Open to all students of the College without audition. 0-3-1, 0-3-1.

#### **178, 378. Opera Workshop**

Participation in musical productions giving the young singer an opportunity to progress from small parts through work in Chamber Opera to larger roles in standard works. 0-Productions-1, 0-Productions-1.

#### **179, 379. Music Theatre**

Participation in music theatre productions giving the young singer opportunity to perform non-operatic works of a Broadway or religious musical nature. 0-Productions-1, 0-Productions-1.

#### **185, 385. Band**

The study, rehearsal and performance of various levels and varieties of wind and percussion literature through concert and marching organizations. Band consists of a study of repertoire from all eras, development and study of ensemble playing, rehearsal techniques, preparation, and presentation of performances. Designed for students who have participated in an instrumental organization during high school and desire to continue playing. Membership is open to any student with permission of the director. 0-3-1, 0-3-1.

#### **186, 386. Orchestra**

Offered in the evening school and open to all students of the college as well as residents of the community. Advance approval of the director required. 0-2-1, 0-2-1.

### **187, 387. Accompanying**

Students accepted by audition, on recommendation of the music faculty, to serve as accompanists under supervision. 0-3-1, 0-3-1.

## **Independent Study**

### **491, 492. Composition Preparation**

Required for Liberal Arts Majors (Composition Option). No credit for 491 until 492 satisfactorily completed. Prerequisites: Music 495 and 496 with composition emphasis. 0-Preparation-3, 0-Preparation-3.

### **493, 494. Treatise Preparation**

Required for Liberal Arts Major (Treatise Option). No credit for 493 until 494 satisfactorily completed. 0-Preparation-3, 0-Preparation-3.

### **495, 496. Independent Study**

Supervised study program in a field of special interest. Prerequisite: approval of department chairman and instructor. Required for students enrolled in Liberal Arts Major, Composition Option. 0-Independent Study-3, 0-Independent Study-3.

## **Theatre Arts**

### **101. Introduction to the Theatre**

An introduction to the art of seeing theatre in terms of its value, artists and literature. Includes reading and viewing sample plays. 3-0-3.

### **203. Applied Theatre**

Participation in college productions. (No more than 8 credits). 0-Productions-1.

### **211. Fundamentals of Acting**

The basic techniques of movement, gesture, and facial expressions in character interpretation. 3-0-3.

### **212. Theatre Stagecraft**

Practical experience in costuming, scenery construction, makeup application, and lighting. 3-0-3.

### **301. Religious Drama Production**

An overview of selecting, staging, and producing plays for church and school. 3-0-3.

### **495, 496. Independent Study**

Supervised study program in a field of special interest. Prerequisite: approval of department chairman and instructor. 0-Independent Study-3, 0-Independent Study-3.

# Department of Foreign Languages and Literature

The objectives of ancient language training are:

1. To teach students to read and to translate the language(s) chosen, with greater emphasis on translation.
2. To create an awareness of the relationship of our own languages and culture to some of those of earlier times, especially Greek, Hebrew, and Latin.
3. To provide the background for a more thorough understanding of the composition, nature, and context of the Bible.
4. To offer the experiences, discipline, and technical knowledge needed for indepth study and research of the Bible in the original languages for private, seminary, or other graduate study.

The objectives of modern foreign language training are to assist the student:

1. To gain an understanding of the culture, civilization, and literature of another people.
2. To develop an awareness of the relation of our own language and culture to those of another country.
3. To understand, without translating, the modern foreign language as spoken and written by natives.
4. To speak and to write the modern foreign language in a manner acceptable and intelligible to native speakers.

Students who have had two years of a foreign language in high school may begin with course 201 if they continue in that language.

## Degree Requirements

### The Bachelor of Arts Degree with a Major in French

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A) .....	43-52
MAJOR .....	30
French 303 and 304 are normally required. The additional 24 semester hours will be selected from French courses above elementary level.	
SUPPORTIVE STUDIES .....	15-18
15 hours in one of the following fields: biology, chemistry, mathematics, business, education, fine arts, health education and physical education, psychology, religion, social sciences, English literature, another foreign language, history or 18 hours in any combination from English literature, another foreign language or history.	
COMPLEMENTARY ELECTIVES .....	18
Any elected area(s) not directly related to the major, as approved by the faculty adviser.	
FREE ELECTIVES .....	6-22
CONVOCATION .....	0-4
Total .....	128

**The Bachelor of Arts Degree with a Major in French with Preparation for Secondary (9-12) Teacher Certification** **Semester Hours**

BASIC COURSE REQUIREMENTS (Group A) .....	43-52
<p>The social science requirement must be taken from two of the following areas: anthropology, economics, geography, political science, and sociology. The natural science requirement must be fulfilled by taking Biology 101 and one of the following: Chemistry 103, Geology 101, Physics 103, or Physics 201.</p>	
MAJOR .....	30
<p>French 303 and 304 are normally required. The additional 24 semester hours will be selected from French courses above elementary level.</p>	
SUPPORTIVE STUDIES (Professional Education) .....	15
<p>Education 316, 412, 422, 450, and French 432.</p>	
COMPLEMENTARY REQUIREMENTS .....	17
<p>Health 221, Psychology 201, 302, 303, and 6 hours of literature.</p>	
FREE ELECTIVES .....	10-23
CONVOCATION .....	0-4
Total .....	128

*Note:* The Department will be changing the curriculum for teacher education certification based upon the new standards and guidelines as outlined by the North Carolina Department of Public Instruction. Students completing the program throughout the transitional phases will be recommended for teacher certification in all areas completed. An addendum will be added to the catalog as program changes are finalized.

**The Bachelor of Arts Degree with a Major in Spanish** **Semester Hours**

BASIC COURSE REQUIREMENTS (Group A) .....	43-52
MAJOR .....	30
<p>Spanish 303 and 304 are normally required. The additional 24 semester hours will be selected from Spanish courses above elementary level.</p>	
SUPPORTIVE STUDIES .....	15-18
<p>15 hours in one of the following fields: biology, chemistry, mathematics, business, education, fine arts, health education and physical education, psychology, religion, social sciences, English literature, another foreign language, history or 18 hours in any combination from English literature, another foreign language or history.</p>	
COMPLEMENTARY ELECTIVES .....	18
<p>Any elected area(s) not directly related to the major, as approved by the faculty adviser.</p>	
FREE ELECTIVES .....	6-22
CONVOCATION .....	0-4
Total .....	128



The Bachelor of Arts Degree with a Major in Spanish with Preparation for Secondary (9-12) Teacher Certification	Semester Hours
BASIC COURSE REQUIREMENTS (Group A) .....	43-52
The social science requirement must be taken from two of the following areas: anthropology, economics, geography, political science, and sociology. The natural science requirement must be fulfilled by taking Biology 101 and one of the following: Chemistry 103, Geology 101, Physics 103, or Physics 201.	
MAJOR .....	30
Spanish 303 and 304 are normally required. The additional 24 semester hours will be selected from Spanish courses above elementary level.	
SUPPORTIVE STUDIES (Professional Education) .....	15
Education 316, 412, 422, 450, and Spanish 432.	
COMPLEMENTARY REQUIREMENTS .....	17
Health 221, Psychology 201, 302, 303, and 6 hours of literature.	
FREE ELECTIVES .....	10-23
CONVOCATION .....	<u>0-4</u>
Total .....	128

## Description of Courses

The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.

### French

#### 101, 102. Elementary French

3-1-3, 3-1-3.

#### 201, 202. Intermediate French

Prerequisite: French 102 or two units of high school French or its equivalent. 3-1-3, 3-1-3.

#### 203, 204. French Literature In Translation

Representative selections of French literature in English translation. Lectures, class discussion, and reports, oral and written. (No knowledge of French required.) 3-0-3, 3-0-3.

#### 211. Intensive Oral French

Oral and written work in the language with emphasis on the spoken language. Conducted in French. Prerequisite: One unit of high school French or its equivalent or permission of the instructor. 6-4-6.

#### 212. Advanced Intensive Oral French

Oral and written work in the language with emphasis on the spoken language. Conducted in French. Prerequisite: French 211 or its equivalent or permission of the instructor. 6-0-6.

#### 215, 216. Contemporary French Culture

Reading and discussion of newspaper and magazine articles in French. Prerequisite: French 202 or its equivalent. 3-0-3, 3-0-3.

#### 301, 302. Advanced French Grammar, Composition, and Conversation

Oral and written work in the language with training in the acquisition of an active, idiomatic French vocabulary. Prerequisite: French 202 or its equivalent. 3-0-3, 3-0-3.

**303, 304. Survey of French Literature**

The literature of France from the Old French period to the present. Prerequisite: French 202 or its equivalent. 3-0-3, 3-0-3.

**305, 306. French Civilization**

French history and civilization from early times to the present. Prerequisite: French 202 or its equivalent. 3-0-3, 3-0-3.

**307, 308. French Literature of the Nineteenth Century**

Reading and discussion of selected works. Prerequisite: French 202 or its equivalent. 3-0-3, 3-0-3.

**311, 312. French Conversation Abroad**

Extension formal and informal training in French conversation in a living French setting. Offered as a summer program only in a French-speaking country. Lecture-Travel-3, Lecture-Travel-3.

**313, 314. French Literature of the Twentieth Century**

Reading and discussion of selected works. Prerequisite: French 202 or its equivalent. 3-0-3, 3-0-3.

**315, 316. Modern Prose**

Reading and discussion of contemporary French prose. Prerequisite: French 202 or its equivalent. 3-0-3, 3-0-3.

**332, 333. Elementary School Practicum**

Provides experience in the practical application of teaching French in grades 4-6. Prerequisite or corequisite French 201 or French 211. 2-2-2, 2-2-2.

**401, 402. Reading and Research**

Extensive reading of French literature. Study of bibliography and research techniques. Open to outstanding seniors by permission of the department. 3-0-3, 3-0-3.

**432. Methods of Teaching French**

Special consideration is given to methods, materials, and techniques of teaching French. Required of all students planning to teach French in grades 9-12. 2-0-2.

**495, 496. Independent Study**

Designed to enable a senior or junior student to undertake a specific research or intern project of professional interest and need. 0-Independent Study-3, 0-Independent Study-3.

**German****101, 102. Elementary German**

3-0-3, 3-0-3.

**201, 202. Intermediate German**

Prerequisite: German 102 or its equivalent. 3-0-3, 3-0-3.

**Greek****101, 102. Elementary New Testament Greek**

A study of Koine Greek. 3-0-3, 3-0-3.

**201, 202. Intermediate New Testament Greek**

Prerequisite: Greek 102. 3-0-3, 3-0-3.

**300. Greek Civilization**

A social and intellectual history of the Greeks and their contributions to civilization as reflected in their historical and literary works. (No knowledge of a foreign language is required.) 3-0-3.

**301, 302. Advanced New Testament Greek**

Selections in the Pauline Epistles. Prerequisite: Greek 202. 3-0-3, 3-0-3.

**495, 496. Independent Study**

Selections from all books of the New Testament. Prerequisite: Greek 301, 302. 0-Independent Study-3, 0-Independent Study-3.

## Hebrew

### 101, 102. Elementary Hebrew

A study of the grammar, syntax, and vocabulary of classical Hebrew as reflected in the Old Testament, with the translation of simple texts during the semester. 3-0-3, 3-0-3.

### 201, 202. Intermediate Hebrew

The translation of selected portions of the Old Testament with special emphasis on vocabulary and grammatical and syntactical analyses. Prerequisite: Hebrew 102. 3-0-3, 3-0-3.

### 303. Jewish Civilization

A social and intellectual history of the Jews and their contributions to civilization from c. A. D. 135 to the present, as reflected in historical and literary works. (No knowledge of foreign language is required.) 3-0-3.

## Latin

### 301. Roman Civilization

A social and intellectual history of the Romans and their contributions to civilization as reflected in their historical and literary works. (No knowledge of foreign language is required.) 3-0-3.

## Spanish

### 101, 102. Elementary Spanish

3-1-3, 3-1-3.

### 201, 202. Intermediate Spanish

Prerequisite: Spanish 102 or two units of high school Spanish or its equivalent. 3-1-3, 3-1-3.

### 203, 204. Masterpieces of Spanish Literature in Translation

Selected Spanish literary works studied in translation. (No knowledge of Spanish required.) 3-0-3, 3-0-3.

### 211. Intensive Oral Spanish

Oral and written work in the language with emphasis on the spoken language. Conducted in Spanish. Prerequisite: one unit of high school Spanish or its equivalent or permission of the instructor. 6-4-6.

### 301, 302. Advanced Spanish Grammar, Composition, and Conversation

Oral and written work in the language with training in the acquisition of an active, idiomatic Spanish vocabulary. Prerequisite: Spanish 202 or its equivalent. 3-0-3, 3-0-3.

### 303, 304. Survey of Spanish Literature

The literature of Spain from the earliest periods to the present. Prerequisite: Spanish 202 or its equivalent. 3-0-3, 3-0-3.

### 305. Spanish Civilization

Spanish history and civilization from early times to the present. Prerequisite: Spanish 202 or its equivalent. 3-0-3.

### 306. Spanish American Civilization and Culture

Spanish American civilization and culture from colonial times to the present. Prerequisite: Spanish 303 or its equivalent. 3-0-3.

### 307, 308. Introduction to Modern Spanish Literature

Reading and discussion of selected works. Prerequisite: Spanish 202 or its equivalent. 3-0-3, 3-0-3.

### 311, 312. Spanish Conversation Abroad

Extensive formal and informal training in Spanish conversation in a living Spanish setting. Offered as a summer program only in a Spanish-speaking country. Lecture-Travel-3, Lecture-Travel-3.

### 401, 402. Reading and Research

Extensive reading of Spanish literature. Study of bibliography and research techniques. Open to outstanding seniors by permission of the department. 3-0-3, 3-0-3.

**432. Methods of Teaching Spanish**

Special consideration is given to methods, materials, and techniques of teaching Spanish. Required of all students planning to teach Spanish in grades 9-12. 2-0-2.

**495, 496. Independent Study**

Designed to enable a senior or junior student to undertake a specific research or intern project of professional interest and need. 0-Independent Study-3, 0-Independent Study-3.

# Department of Health Education and Physical Education

The Department of Health Education and Physical Education believes that it makes a unique contribution toward fulfilling the purpose of Gardner-Webb College. The department offers a program to promote the total fitness of all students. The physical, mental, emotional, social, and spiritual growth of the individual is stressed in all areas. The major purposes of the department are: (1) to prepare persons for careers in Health Education and Physical Education through its professional program, (2) to provide an activity program which will contribute to the liberal education of each student by emphasizing lifetime sports, and (3) to provide wholesome recreational and professional opportunities for the students, faculty, and staff.

The Department of Health Education and Physical Education offers two undergraduate programs: Physical Education (with or without teacher certification) and Health Education (with or without teacher certification). A Master of Arts in Education with a Health Education or Physical Education major is offered on the graduate level.

Every regularly enrolled student is required to earn a minimum of two semester hours credit in physical education. Physical Education 101 is required of all students with the following exceptions: (1) for students with medical excuses Physical Education 108 and 109 may be substituted, and (2) physical education majors will take Physical Education 107 and 207. All physical education students are expected to wear regulation uniforms which may be purchased from the College Bookstore.

Every physical education major must maintain a satisfactory level of physical fitness as determined by the Gardner-Webb College Physical Fitness Test.

## Degree Requirements

### The Bachelor of Science Degree with a Major in Physical Education with Preparation for Teacher Certification (K-12)

	Semester Hours
BASIC COURSE REQUIREMENTS (Group B is recommended).....	48
The social science requirement must be taken from two of the following areas: anthropology, economics, geography, political science, and sociology. The fine arts requirement must be fulfilled by taking Art 207 or Cultural Arts 225. Physical Education 107 and 207 will satisfy the physical education requirement. Biology 101, 203, 204, Physical Education 405 and either Chemistry 103, Physics 103, or Physics 201 are required and will satisfy the natural science requirement.	
MAJOR.....	33
General Theory.....	11
Physical Education 211, 406, 408, and 409	
Theory.....	17
Physical Education 301, 331, 341, 342, 402 and 435	
Health Education.....	5
Health Education 321, and 3 hours from 400 level health education courses	
SUPPORTIVE STUDIES (Professional Education).....	16
Education 412, 422, 316, 450, and Physical Education 432.	

COMPLEMENTARY REQUIREMENTS.....	15
Psychology 201, 302, 303, and 6 hours of literature	
COMPLEMENTARY ELECTIVES.....	8-15
Every major should select courses to enhance their teaching effectiveness.	
FREE ELECTIVES.....	2-8
CONVOCATION.....	0-4
Total.....	128

*Note:* The Department will be changing the curriculum for teacher education certification based upon the new standards and guidelines as outlined by the North Carolina Department of Public Instruction. Students completing the program throughout the transitional phases will be recommended for teacher certification in all areas completed. An addendum will be added to the catalog as program changes are finalized.

**The Bachelor of Science Degree with a Major in Physical Education** Semester Hours

BASIC COURSE REQUIREMENTS (Group B is recommended).....	48
---	----

The social science requirement must be taken from two of the following areas: anthropology, economics, geography, political science, and sociology. The fine arts requirement must be fulfilled by taking Art 207 or Music 125. Physical Education 107 and 207 will satisfy the physical education requirement. Biology 101, 203, 204, Physical Education 405 are required and will satisfy the natural science requirement.

MAJOR.....	33
------------	----

General Theory..... 11

Physical Education 211, 406, 408, and 409

Theory..... 17

Physical Education 301, 331, 341, 342, 402, and 435

Health Education..... 5

Health Education 321, and 3 hours from 400 level health education courses

SUPPORTIVE STUDIES.....	15
-------------------------	----

Select from biology, education sociology, or psychology.

COMPLEMENTARY REQUIREMENTS.....	15
---------------------------------	----

English literature (3 hours), American literature (3 hours),

Psychology 201, 302, and 303

FREE ELECTIVES.....	13-17
---------------------	-------

CONVOCATION.....	0-4
------------------	-----

Total.....	128
------------	-----

**The Bachelor of Science Degree with a Major in Physical Education—Recreation Track** Semester Hours

BASIC COURSE REQUIREMENTS (Group B is recommended).....	48
---	----

The social science requirement must be taken from two of the following areas: anthropology, economics, geography, political science, and sociology. The fine arts requirement must be fulfilled by taking Art 207 or Music 125. All students should choose their first 8 hours to include Biology 101 and one of the following: Chemistry 103 or 111, Geology 101, Physics 103 or 201. B.S. candidates must take 8 additional hours from the following: Biology 207, 208, 310, 402; Physical Education 405.

MAJOR.....	30
Recreation 310, 311, 312, 407, 408, 450, Health 222 (21 hours)	
Concentration area (9 hours)	
Games and Sports: Physical Education 341, 342, 309, 301, 302, 303, 331.	
Music 245, 246, 175, 176, 177, 178, 185, 186, 187, 345, 346, 446, 447.	
Art 203, 204, 205, 302, 304, 495; Theatre Arts 203, 211, 212, 301.	
SUPPORTIVE STUDIES.....	15
Religious Education 270, 371 ( <i>Select one</i> ).	
Religious Education 271, 372, 373, and 375.	
COMPLEMENTARY REQUIREMENTS.....	15
English 230, 231, 232, 234, 235, 344, 301, 306, 307, 308, 309, 311, 315, 321, 322 ( <i>Select two</i> ).	
Sociology 202, 203, 320, 356 ( <i>Select one</i> ).	
Psychology 310, 206 ( <i>Select one</i> ).	
Education 310, Business Education 218, Management Information Systems 241 ( <i>Select one</i> ).	
FREE ELECTIVES.....	16-20
CONVOCATION.....	0-4
Total.....	128

**The Bachelor of Science Degree with a Major in Health Education with Preparation for Teacher Certification (K-12)**

**Semester Hours**

BASIC COURSE REQUIREMENTS (Group B is recommended).....	48
The social science requirement must be taken from two of the following areas: anthropology, economics, geography, political science, and sociology. The fine arts requirement must be fulfilled by taking Art 207 or Music 125. Biology 101, 203, 204, Physical Education 405 and Chemistry 103 are required and will satisfy the natural science requirement.	
MAJOR.....	30
Health 222, 223, 224, 321, 322, 400, 401, 402, 431, 433	
SUPPORTIVE STUDIES.....	14
Education 412, 422, 450, Education 316	
COMPLEMENTARY REQUIREMENTS.....	15
Microbiology 205, Psychology 302, 303, and 6 hours of literature	
COMPLEMENTARY ELECTIVES.....	8-15
Every major should select courses to enhance their teaching effectiveness.	
FREE ELECTIVES*.....	6-13
CONVOCATION.....	0-4
Total.....	128

<b>The Bachelor of Science Degree with a Major in Health Education</b>	<b>Semester Hours</b>
<b>BASIC COURSE REQUIREMENTS</b> (Group B is recommended) . . . . .	48
The social science requirement must be taken from two of the following areas: anthropology, economics, geography, political science, and sociology. The fine arts requirement must be fulfilled by taking Art 207 or Music 125. Biology 101, 203, 204, Physical Education 405 and Chemistry 103 are required and will satisfy the natural science requirement.	
<b>MAJOR</b> . . . . .	30
Health 222, 223, 224, 321, 322, 400, 401, 402, 431, 433	
<b>SUPPORTIVE STUDIES</b> . . . . .	14
Select from biology, education, sociology, psychology, microbiology	
<b>COMPLEMENTARY REQUIREMENTS</b> . . . . .	15
English literature (3 hours), American literature (3 hours), Psychology 302 and 303	
<b>FREE ELECTIVES</b> . . . . .	17-21
<b>CONVOCATION</b> . . . . .	<u>0-4</u>
Total . . . . .	128

## Description of Courses

The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.

### Physical Education Activity Courses

- 101. Orientation to Physical Education**  
0-2-1.
- 102. Team Sports (Soccer, Speedball, or Basketball)**  
0-2-1.
- 103. Beginning Swimming and Diving**  
0-2-1.
- 104. Gymnastics**  
0-2-1.
- 105. Advanced Gymnastics and Trampoline**  
0-2-1.
- 106. Rhythm and Movement**  
0-2-1.
- 107. Individual and Dual Activities**  
0-2-1.
- 108. Adaptive Activities**  
0-2-1.
- 109. Adaptive Activities**  
0-2-1.
- 113. Skiing**  
0-2-1.
- 114. Advanced Skiing**  
0-2-1.



**201. Tennis and Badminton**

0-2-1.

**202. Team Sports**

0-2-1.

**203. Advanced Swimming**

0-2-1.

**204. Archery and Casting**

0-2-1.

**205. Conditioning and Weight-Training**

0-2-1.

**206. Golf and Bowling**

0-2-1.

**207. Individual and Dual Activities**

0-2-1.

**208. Handball/Racquetball**

0-2-1.

**Physical Education**

**211. Principles and History of Physical Education**

An introduction to physical education with emphasis on its history, philosophy, and the establishment and evaluation of certain principles pertinent to the field. 3-0-3.

**301. School Activities (Early Childhood, Intermediate)**

A course in methods and materials, theory, and program building in physical education. 3-1-3.

**302. Methods of Teaching Swimming and Lifesaving**

Red Cross Lifesaving and Water Safety Instructor certification. 3-1-3.

**303. Intramurals**

Organization and administration of intramural sports. 2-1-2.

**306. Baseball and Track Coaching Methods**

A course presenting by means of classroom instruction and field demonstration the various systems and forms used in baseball, track, and field. 2-1-2.

**307. Football Coaching Methods**

A course presenting the various systems used in football by means of classroom instruction and field demonstration. 2-1-2.

**308. Basketball Coaching Methods**

A course presenting by means of classroom instruction and gym demonstrations the various systems used in basketball coaching. 2-1-2.

**309. Officiating**

Techniques and procedures of officiating in athletics. 2-1-2.

**331. Creative Movement (K-9)**

Methods and materials for the teaching of movement and dance on the K-9 level. Emphasis is on creativity through movement exploration and dance. 2-1-2.

**332. Creative Movement (10-12)**

Methods and materials for the teaching of movement and dance on the 10-12 level. Emphasis is on creativity through movement exploration and dance. 2-1-2.

**341. Theory and Techniques of Team Sports**

3-3-3.

**342. Theory and Techniques of Individual and Dual Sports**

3-3-3.

#### **401. Psychology of Sport and Physical Activity**

This course examines those special psychological parameters which influence behavior and performance in sport and physical activity. 3-0-3.

#### **402. Adapted Physical Education**

Methods and materials for instruction in adapted and corrective physical education with special emphasis on the program for the mentally retarded child. 3-1-3.

#### **404. Curriculum and Instruction**

A course designed to aid the physical education major in program building and in the techniques of teaching physical education. Open only to physical education majors. 2-1-2.

#### **405. Kinesiology**

Study of many of the factors involved in human motion. Prerequisites: Biology 203 and 204. 2-0-2.

#### **406. Physiology of Exercise**

A course planned especially for students majoring in physical education. Emphasis placed on the physiology of muscles, nerves, and cardio-respiratory systems. Prerequisites: Biology 203 and 204. 2-0-2.

#### **407. Recreation for Special Populations**

Designed to provide the student with knowledge and skills in analyzing recreational activities for individuals with specific disabilities and in the planning and implementation of diagnostically designed recreation programs. 3-1-3.

#### **408. Organization and Administration of Health Education and Physical Education**

This course deals with the administrative problems involved in the field of health education and physical education. 3-0-3.

#### **409. Tests and Measurements**

Study of tests and measurements. Currently used in the health and physical education program; attention to elementary statistical procedure and grading in health and physical education. 3-0-3.

#### **410. Problems in Physical Education and Athletics**

Individual investigations of research methods and special problems in physical education and athletics. 3-0-3.

#### **432. Secondary School Activities (Methods of Teaching)**

A course in methods and materials, theory, practice, and program building in physical education covering secondary school activities. 3-1-3.

#### **435. Motor Learning**

Study of basic concepts applicable to motor skill acquisition. Areas of study include variables effecting the learner (e.g., preception, attention, memory) and the learning environment (e.g., knowledge of results, practice, transfer of learning). Primary purpose is to prepare instructors to teach motor skills. 3-0-3.

#### **495, 496. Independent Study**

Designed to enable a senior student to undertake a specific research or intern project of professional interest and need. 0-Independent Study-3, 0-Independent Study-3.

### **Recreation**

#### **310. Outdoor Living**

Designed to provide the student with practical knowledge as it relates to outdoor living, camping, backpacking, repelling, orienteering, basic wilderness survival skills, and equipment. Philosophy, goals, organization, setting, facilities, programs, and clientele are studied. 3-1-3.

#### **311. Recreational Leadership**

An understanding of the dynamics of leadership, the theories, principles and practices of leadership, research in leadership, techniques and methods of working with individuals and groups. 3-1-3.

### **312. Principles of Church Recreation**

A comprehensive survey applying the principles of directed leisure time to the needs of the local church. Topics covered include philosophy, program areas, age groups, facilities, and relationships with the other organizations of the church. 3-1-3.

### **407. Recreation for Special Populations**

Designed to provide the student with knowledge and skills in analyzing recreational activities for individuals with specific disabilities and in the planning and implementation of diagnostically designed recreation programs. 3-1-3.

### **408. Organization and Administration of Church Recreation**

Introduction to the role and scope of the administrative processes and practices in leisure service agencies with special emphasis on organization and administration of recreation within the church. 3-1-3.

### **450. Field Experiences in Church Recreation**

Designed to give the student an indepth practical work experience with an approved church recreation program. The student will work under the direct supervision of a full-time recreation professional. Prerequisites: Senior standing, minimum grade-point average of 2.25 and completion of all recreation courses. 3-1-3.

## **Health Education**

### **221. Personal and Community Health**

A thorough study of the health problems of the individual, school, and community. 2-0-2.

### **222. First Aid**

A course designed to train and qualify students as instructors in first aid. 3-1-3.

### **223. Safety Education**

A course designed to enable the student to teach safety education (K-12). 3-1-3.

### **224. Nutrition**

A course covering basic nutritional concepts including a study of weight control. Applications of nutrition in health education will be emphasized. 3-0-3.

### **320. Health Education (Early Childhood, Intermediate)**

Methods and materials for classroom instruction in health and safety for the elementary teacher. 3-1-3.

### **321. Health Education for Teachers**

Methods and materials for classroom instruction in health and safety for the teacher. 3-0-3.

### **322. Helping Relationships for Health Science**

A study dealing with human relations skill training using the Gazla Model as a base. 3-0-3.

### **325. Techniques of Athletic Training**

First aid and athletic training with reference to safety in athletics, conditioning, diet, bandaging and taping, massage, hydrotherapy, and treatment of various injuries. 2-1-2.

### **400. Comprehensive Health Education**

An introduction to the study of the development process of a comprehensive health education program. 3-0-3.

### **401. Drug/Alcohol Education**

An introduction to the study of drug/alcohol use and abuse and the educational implications of drug related problems. 3-0-8.

### **402. Sexuality/Sex Education**

An introduction to the study of basic issues relating to sexuality. Included will be strategies for teaching sex education. 3-0-3.

### **421. Driver Education and General Safety**

Methods and materials for classroom instruction, organization and administration of driver education, and safety problems. 3-1-3.

**431. Problems in Health Education**

Advanced study of personal and community health problems, environmental health, family living, and mental and emotional health. 3-0-3.

**433. Organization/Administration/Evaluation in Health Science**

A course designed to develop competencies in organizing, administering, and evaluating a school health program. 3-0-3.

**495, 496. Independent Study**

Designed to enable a senior student to undertake a specific research or intern project of professional interest and need. 0-Independent Study-3, 0-Independent Study-3.

# Department of Mathematical Sciences

The objectives of this department are:

1. To help the student think so as to reach logical and valid conclusions.
2. To enable the student to have a more meaningful definition of mathematics as a result of postulational thinking.
3. To assist the student in recognizing mathematics as the powerful tool for calculation.
4. To acquaint the student with the basic laws of physics.
5. To prepare some students for teaching mathematics in elementary or secondary schools, or for further study.
6. To introduce the student to the computer and its uses.
7. To prepare some students to become computer programmers or computer analysts.

## Degree Requirements

The Bachelor of Science Degree with a Major in Mathematics	Semester Hours
BASIC COURSE REQUIREMENTS (Group A or B) . . . . .	43-52
Any student electing Group A must earn 8 hours in one of the following areas: biology, chemistry, physics. Any student electing Group B must earn 8 hours in either chemistry or physics.	
MAJOR . . . . .	30
Mathematics 221, 222, 321, and 322 are required. The remaining semester hours are to be selected from mathematics courses numbered above Mathematics 210.	
SUPPORTIVE STUDIES . . . . .	15
Science: (A student satisfying the Basic Course Requirements by Group A must earn 8 hours in one of the following areas: biology, chemistry, or physics; this area must be different from that chosen to satisfy the natural science requirements in Group A.) Computer Science 250 or 305 is required. A student must complete the remaining hours from one of the following areas: biology, chemistry and geology, business administration; or computer science courses in the Mathematical Sciences department.	
COMPLEMENTARY ELECTIVES . . . . .	15
These courses must be selected from area(s) not directly related to the major, as approved by the chairman of the department.	
FREE ELECTIVES . . . . .	12-25
CONVOCAION . . . . .	<u>0-4</u>
Total . . . . .	128

The Bachelor of Science Degree with a Major in Mathematics with Preparation for Secondary (9-12) Teacher Certification	Semester Hours
BASIC COURSE REQUIREMENTS (Group A or B) . . . . .	43-52
For Group A, Biology 101 and one of the following are required: Chemistry 103 or 111, Geology 101, Physics 103 or 201. For Group B, 8 hours of natural science in addition to that required for Group A are required. At least 8 hours of the 16 hours of natural science must be either chemistry or physics.	

The social science requirement must be taken from two of the following areas: anthropology, economics, geography, political science, sociology. Music 225 is required to satisfy the fine arts requirement if Group B is elected.

<b>MAJOR</b> .....	30
Mathematics 221, 222, 302, 303, 321, 322, 404, and Computer Science 250 or 305 are required. The remaining hours are to be selected from Mathematics 216, 304, 312, 400, 401, 403, 495, 496.	
<b>SUPPORTIVE STUDIES</b> .....	16-24
Mathematics Education 432 and Education 316, 412, 422, and 450 are required. Any student satisfying the Basic Course Requirements by Group A must earn 8 additional hours in natural science. At least 8 hours of the 16 hours of natural science must be either chemistry or physics. The remaining hours are to be selected from the following areas: biology, chemistry, physics, economics, business administration, computer science, as approved by the chairman of the department.	
<b>COMPLEMENTARY REQUIREMENTS</b> .....	17
Health 221, Psychology 201, 302, 303, and 6 hours of literature.	
<b>FREE ELECTIVES</b> .....	1-22
<b>CONVOCATION</b> .....	0-4
<b>Total</b> .....	128

*Note:* The Department will be changing the curriculum for teacher education certification based upon the new standards and guidelines as outlined by the North Carolina Department of Public Instruction. Students completing the program throughout the transitional phases will be recommended for teacher certification in all areas completed. An addendum will be added to the catalog as program changes are finalized.

<b>The Bachelor of Science Degree with a Major in Computer Science</b>	<b>Semester Hours</b>
<b>BASIC COURSE REQUIREMENTS (Group A or B)</b> .....	43-52
<b>MAJOR</b> .....	30
The major consists of 30 semester hours selected from the courses listed under computer science.	
<b>SUPPORTIVE STUDIES</b> .....	15
Mathematics 221, 222, 321, 322, and 302 are required.	
<b>COMPLEMENTARY ELECTIVES</b> .....	15
These courses may be selected from area(s) not directly related to the major, as approved by the chairman of the department.	
<b>FREE ELECTIVES</b> .....	12-25
<b>CONVOCATION</b> .....	0-4
<b>Total</b> .....	128

### Dual-Degree Program in Engineering

Gardner-Webb College has entered into an agreement with the School of Engineering of Auburn University to establish a Dual-Degree Program, whereby an undergraduate student will attend Gardner-Webb College for approximately three academic years and the School of Engineering at Auburn University for approximately two academic years. After completing the academic requirements of the two cooperating institutions, the student will be awarded a bachelor's degree from Gardner-Webb College and an engineering bachelor's degree from Auburn University.

Dual-Degree candidates will be eligible to seek any of the following degrees from Auburn University:

- Bachelor of Aerospace Engineering
- Bachelor of Aviation Management
- Bachelor of Chemical Engineering
- Bachelor of Civil Engineering
- Bachelor of Electrical Engineering
- Bachelor of Industrial Engineering
- Bachelor of Materials Engineering
- Bachelor of Mechanical Engineering
- Bachelor of Textile Chemistry
- Bachelor of Textile Engineering
- Bachelor of Textile Management

	<b>Semester Hours</b>
BASIC COURSE REQUIREMENTS (Group B) .....	48
Chemistry 111, 112 and Physics 203, 204 are required for natural science. Economics 203, 204 are required for social science. Music 125 is required for fine arts.	
MAJOR .....	30
Mathematics 221, 222, 312, 321, 322, 403 and Computer Science 305 are required.	
SUPPORTIVE STUDIES .....	15
Engineering courses taken at Auburn University.	
COMPLEMENTARY REQUIREMENTS .....	17
Psychology 201 is required.	
CONVOCATION .....	1-3
96 semester hours must be completed at GWC.	

## Description of Courses

### Mathematics

The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.

#### 100. Basic Mathematical Skills

A study of selected topics from arithmetic and algebra. A required laboratory period each week gives the student practice on topics covered in the class lectures. (Counts as an elective; will not count toward Basic Course Requirements.) 3-½-3.

#### 101. Principles of Mathematics

A study of mathematical patterns, numeration systems, fractions, decimals, elementary number theory, measurement, introduction to computers, and counting techniques. (Recommended for K-9 Education Majors and students who have not completed Algebra II.) 3-0-3.

#### 111. Trigonometry

A study of real numbers, trigonometric functions, identities, logarithms, inverse functions, equations, solutions of triangles. 3-0-3.

#### 112. College Algebra

Axiomatic properties of real numbers, sets, functions, equations, inequalities, progressions, permutations, and combinations. 3-0-3.

**204. Mathematics for Elementary Teachers**

A study of real numbers, probability, statistics, geometry, and algebra. Prerequisite: Mathematics 101. 3-0-3.

**216. Probability and Statistics**

Introductory principles of probability and their applications. Basic statistical analysis. Prerequisite: Three hours of college mathematics. 3-0-3.

**219. Calculus for Business and Social Sciences**

A study of differentiation and integration with applications to business and the social sciences. Prerequisite: Mathematics 112. 3-0-3. A student will not receive credit for both Mathematics 219 and 221.

**221. Introductory Calculus**

A course including the study of real functions and their graphs; slope, limit, continuity, derivatives with applications, integration with applications. A student will not be given credit for both Mathematics 219 and 221. 3-0-3.

**222. Calculus and Analytic Geometry I**

The definite integral with applications; transcendental functions; techniques of integration. Prerequisite: Mathematics 221. 3-0-3.

**300. Applied Discrete Mathematics**

A study of probability, statistics, logic, mathematics of finance, and linear algebra with emphasis on applications in conjunction with the computer. 3-0-3.

**302. Linear Algebra**

Vector spaces, matrices, determinants, systems of linear equations, and linear transformations in vector spaces. Prerequisite: Mathematics 222. 3-0-3.

**303. Modern College Geometry**

Elementary geometry from an advanced standpoint, some evaluations and criticisms of Euclidean geometry, non-Euclidean and analytic geometry, some topics in modern geometry. Prerequisite: Mathematics 221. 3-0-3.

**304. History of Mathematics**

A study of the development of mathematics, together with a study of the lives and contributions of leading mathematicians. Prerequisite: Mathematics 221. 3-0-3.

**312. Intermediate Analysis**

Basic ideas and techniques of analysis for real-valued functions of an arbitrary number of real variables. Prerequisite: Mathematics 222. 3-0-3.

**321. Calculus and Analytic Geometry II**

Trigonometric functions and their inverses, hyperbolic functions and their inverses, improper integrals, series. Prerequisite: Mathematics 222. 3-0-3.

**322. Multivariable Calculus**

Polar coordinates, conic sections, solid analytic geometry, partial differentiation; multiple integration. Prerequisite: Mathematics 321. 3-0-3.

**400. Mathematical Statistics**

A study in the theory of probability set functions, distributions of random variables, and functions, estimations, testing of hypotheses, analysis of variance and covariance. Prerequisite: Mathematics 321. 3-0-3.

**401. Introductory Topology**

A study of metric spaces, topological spaces, connected topological spaces, and compact topological spaces. Prerequisite: Mathematics 321. 3-0-3.

**403. Differential Equations**

Ordinary differential equations of first order and first degree, first order and higher degree, with applications. Prerequisite: Mathematics 321. 3-0-3.

**404. Modern Abstract Algebra**

A critical study of the real number system: elementary theory of groups, rings, integral domain, and fields. Prerequisite: Mathematics 222. 3-0-3.



### **495, 496. Independent Study**

Prerequisites: Mathematics 322 and approval of the chairman of the department. 0-Independent Study-3, 0-Independent Study-3.

## **Mathematics Education**

### **330. Methods of Teaching Mathematics (K-9)**

Planning, teaching and evaluating mathematics in the elementary school. (For elementary education majors only.) 2-0-2.

### **432. Methods of Teaching (Mathematics)**

A study of the principles and objectives of secondary mathematics, general and specific teaching techniques, organization of content material, and enrichment materials. 2-0-2.

## **Physics**

### **103. Introductory Physics**

A study of the elementary concepts of mechanics, wave motion, electricity, magnetism, optics, and nuclear energy. 3-2-4.

### **201, 202. General Physics**

The study of Newtonian mechanics, the laws of thermodynamics, properties of matter, wave motion, sound, light, magnetism, electricity, and nuclear energy. Prerequisites: Mathematics 111 and 112 or 221. 3-3-4, 3-3-4.

### **203, 204. Physics for Engineers**

Techniques of calculus will be applied to the study of mechanics, heat and molecular physics, wave motion and sound, light, electricity and magnetism, with the fundamentals of particle physics and the revolutionary conceptual developments of the twentieth century properly fitted into the classical topics. Co-requisite: Mathematics 221. 3-3-4, 3-3-4.

## **Computer Science**

### **241. Introduction to Computer Fundamentals**

(See Management Information Systems 241) 3-0-3.

### **250. Algorithmic Language I**

This course is designed to give the student an introduction to the BASIC (Beginner's All-Purpose Symbolic Instruction Code) programming language and to provide basic skills in the use of this language. The student will analyze, evaluate, and program various application problems. 2-2-3.

### **301. PASCAL Programming**

PASCAL language and its applications to a variety of problems. Prerequisite: Mathematics 112. 2-2-3.

### **305. Algorithmic Languages II**

FORTRAN and its applications to scientific, engineering and commercial problems. Prerequisite: Mathematics 112 or 221. 2-2-3.

### **352. Algorithmic Languages III**

COBOL with applications to business problems. (See Management Information Systems 352). Prerequisite: Computer Science 250. 2-2-3.

### **360. Assembly Language Programming**

Fundamental programming techniques-assembly and machine languages. Prerequisite: Computer Science 250 or 305. 2-2-3.

### **361. Operating System**

Survey of computer operating systems. Batch processing, time sharing, multiprocessing, real time control and disk operating systems. Prerequisite: Computer Science 360. 3-0-3.

### **400. Numerical Methods and Scientific Programming Techniques.**

Numerical methods in mathematical applications and advanced computer programming in various subroutines. Prerequisites: Computer Science 250 or 305 and Mathematics 302, 321. 3-1-3.

**442. Information Systems**

Simulation building techniques, queueing theory, linear programming, data structures, data base organization, file design, information retrieval and applications to other sciences. Prerequisites: Computer Science 250 or 305, and Mathematics 302. 3-0-3.

**446. Architecture of Microcomputers and Microprocessors.**

Theory and techniques of microcomputer and microprocessor design, application of digit logic, code generation, software packages, and interfacing with peripherals. Prerequisites: Computer Science 250 or 305 and 360. 3-1-3.

**450. Compiler**

Principles of construction of compilers and building operating systems. Prerequisite: Computer Science 361. 2-2-3.

**495, 496. Independent Study**

Prerequisite: Approval of the chairman of the department. 0-Independent Study-3, 0-Independent Study-3.

# Department of Natural Sciences

Courses in the natural sciences help students to understand better the natural world, including themselves. Majors in this department may prepare for graduate study, for teaching, and for several areas of professional study (agriculture, dentistry, medical technology, medicine, nursing, optometry, physician assistant, physical therapy, and veterinary medicine).

Please see page            for full descriptions of the Medical Technology Program and the Physician Assistant Program.

## Degree Requirements

	Semester Hours
<b>The Bachelor of Science Degree with a Major in Biology</b>	
<b>BASIC COURSE REQUIREMENTS</b> (Please refer to pages     .) . . . . .	40-52
Biology 101 and a physical science. Mathematics 111 (Group B); Mathematics 111, 112, and at least 3 hours above 210 (Group C). German or French is the recommended foreign language.	
<b>MAJOR</b> . . . . .	30
Requires 30 hours of biology above core courses in the natural sci- ences (Biology 101 and a physical science), and must include one plant science (207, 208, or 210), one animal science (Biology 201, 202, or 315), one molecularly-oriented course (Biology 301, 401, or 422), ecology (Biology 402), 2 hours of seminar, and electives in biology to bring the total number of hours in biology to 30.	
<b>SUPPORTIVE STUDIES</b> . . . . .	15
Chemistry 111, 112, 201, and 202 are required, as is Mathematics 112. Other courses in mathematics and the natural sciences, e.g., Physics 201/202 or 203/204, as approved by the faculty adviser.	
<b>COMPLEMENTARY ELECTIVES</b> . . . . .	15
Courses selected from areas not directly related to the major, as approved by the faculty adviser.	
<b>FREE ELECTIVES</b> . . . . .	12-28
<b>CONVOCATION</b> . . . . .	<u>0-4</u>
Total . . . . .	128

*Note:* Nursing students may complete this degree with a minimum of 60 semester hours in addition to their required courses for the Associate in Arts degree. Nursing 101 and 102 may be counted as Supportive Studies, Nursing 290 as a Complementary Elective, and Nursing 201 and 202 as Free Electives.

**The Bachelor of Science Degree with a Major  
in Biology with Preparation for Secondary  
(9-12) Teacher Certification**

**Semester  
Hours**

**BASIC COURSE REQUIREMENTS**..... 40-52

The social science requirements may be filled by taking Psychology 201 and one course from the following areas: anthropology, economics, geography, political science, and sociology. German is the recommended foreign language. Biology 101 is required. The mathematics requirement is Mathematics 111 (Group B) and Mathematics 111, 112, and 3 hours above Mathematics 210 (Group C). Calculus 221 will satisfy the mathematics requirements.

**MAJOR**..... 30

Requires 30 hours of biology above core courses in the natural sciences (Biology 101 and a physical science), and must include one plant science (207, 208, or 210), one animal science (Biology 201, 202, or 315), one molecularly-oriented course (Biology 301, 401, or 422), ecology (Biology 402), 2 hours of seminar, and electives in biology to bring the total number of hours in biology to 30.

**SUPPORTIVE STUDIES**..... 15

Chemistry 111, 112, and 201 are required, as is Science Education 432. Geology and /or physics are also required for Group C. Mathematics 112 is required for Group B. Calculus 221 will satisfy the mathematics requirements. Any remaining hours may be selected from mathematics and /or the natural sciences, as approved by the faculty adviser. Geology 101 and 102, Chemistry 202 and 422; and Physics 201 and 202 are recommended.

**COMPLEMENTARY ELECTIVES**..... 29

Education 316, 412, 422 and 450; Health 221, Psychology 302, 303; and 6 hours of literature are required.

**FREE ELECTIVES**..... 0-14

**CONVOCATION**..... 0-4

**Total**..... 128

*Note:* The Department will be changing the curriculum for teacher education certification based upon the new standards and guidelines as outlined by the North Carolina Department of Public Instruction. Students completing the program throughout the transitional phases will be recommended for teacher certification in all areas completed. An addendum will be added to the catalog as program changes are finalized.

**The Bachelor of Science Degree  
with a Major in Chemistry**

**Semester  
Hours**

**BASIC COURSE REQUIREMENTS**..... 40-52

To satisfy the natural science requirement, those electing the chemistry major must take Chemistry 111 and 112, and those electing Group B must take Physics 201 and 202, also. The mathematics requirement must be met by taking Mathematics 111 or Mathematics 221. German is the recommended foreign language.

**MAJOR**..... 30

The major requires 30 hours above Chemistry 111 and 112. These courses should include organic, analytical, physical, and biochemistry with independent study being elective. At least two semesters of chemistry seminar are required.

SUPPORTIVE STUDIES . . . . .	14-18
Biology 101, Physics 201 and 202*, and Mathematics 112** and 221** are required. The remaining hours may be selected from mathematics, the natural sciences, and/or data processing, as approved by the faculty adviser.	
COMPLEMENTARY ELECTIVES . . . . .	15
Areas not directly related to the major, as approved by the faculty adviser.	
FREE ELECTIVES . . . . .	9-29
CONVOCATION . . . . .	0-4
Total . . . . .	<hr/> 128

**The Bachelor of Science Degree with a Major in Chemistry with Preparation for Secondary (9-12) Teacher Certification**

**Semester Hours**

BASIC COURSE REQUIREMENTS . . . . .	40-52
The social science requirements may be filled by taking Psychology 201 and one course from the following areas: anthropology, economics, geography, political science, and sociology. To satisfy the natural science requirement, the chemistry major must take Chemistry 111 and 112, and those electing Group B must take Physics 201 and 202, also. The mathematics requirement must be met by taking Mathematics 111 or Mathematics 221.	
MAJOR . . . . .	30
The major requires 30 hours above Chemistry 111 and 112. These courses should include organic, analytical, physical, and biochemistry, with independent study being elective. At least two semesters of chemistry seminar are required.	
SUPPORTIVE STUDIES . . . . .	14-18
Biology 101, Physics 201* and 202*, Mathematics 112** and 221**, and Science Education 432 are required. Any remaining hours may be selected from mathematics, the natural sciences and/or data processing, as approved by the faculty adviser.	
COMPLEMENTARY ELECTIVES . . . . .	29
Education 316, 412, 422, and 450; Health 221, Psychology 302 and 303; and 6 hours of literature are required.	
FREE ELECTIVES . . . . .	0-15
CONVOCATION . . . . .	0-4
Total . . . . .	<hr/> 128

\*Counted only in the Basic Course Requirements if Group B is elected.  
 \*\*Counted only in the Basic Course Requirements if Group C is elected.

## Description of Courses

The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.

F = fall semester, S = spring, Su-1 = first summer term, Su-2 = second summer term.

### Biology

#### 101. General Biology

Introduction to the unifying principles of biology, including ecology, biological chemistry, cellular biology, genetics, reproduction, and development. 3-3-4. F, S, Su-1.

#### 102. General Biology

Survey of diversity of organisms. 3-3-4. Su-2.

#### 105. Microbiology for the Health Sciences

Study of the basic practical and theoretical concepts in microbiology and immunology. Material relevant to patient care is emphasized. *Not for biology majors.* 2-2-3. F.

#### 201. Invertebrate Zoology

Phylogenetic survey of invertebrates, with emphasis on systematics, morphology, and ecology. Field work, individual term projects. Prerequisite: one semester of general biology or permission of instructor. 3-3-4. F, odd years.

#### 202. Vertebrate Zoology

Systematic study of the vertebrates with emphasis on morphology, physiology, and ecology. Field study, laboratory exercises in morphology. Prerequisite: one semester of general biology or permission of instructor. 3-3-4. S, even years

#### 203. Human Anatomy and Physiology I

Survey of basic structure and function of the human body. Biological chemistry, cells, tissues, integumentary system, skeletal system, muscular system, digestive system, endocrine system. *Not for biology majors.* 3-2-3. F, Su-1.

#### 204. Human Anatomy and Physiology II

Genitourinary system, reproductive system, respiratory system, cardiovascular system, sensory structures, nervous system. *Not for biology majors.* 3-2-3. S, Su-2.

#### 206. General Microbiology

Introduction to microbiology and immunity. Applications in medicine, industry, and agriculture will be included. Designed primarily for biology majors. 3-3-4. S.

#### 207. Plant Diversity

Systematic survey of the plant kingdom with emphasis on evolutionary changes in morphology, reproductive strategies, cellular development, and anatomy. 3-3-4. F.

#### 208. Plant Anatomy and Physiology

Introduction to plant growth and development with emphasis on photosynthesis, hormonal controls, water relations, internal transport, responses to stimuli. Laboratories center around a survey of anatomical development, and emphasize a research project and darkroom techniques. 3-3-4. S, even years.

#### 210. Plant Systematics

Systematic study of vascular plants with emphasis on the seed plants. Lecture is predominantly analyzing evolutionary morphological characteristics and classical taxonomy. Laboratory work is field-oriented and includes collection and identification of specimens. Prerequisite: Biology 207. 3-3-4. S, odd years.

#### 301. Genetics

Study of the principles of heredity (including molecular and population genetics), their significance in human inheritance, plant and animal breeding, and evolution. Prerequisite: Biology 101 or permission of instructor. 3-0-3. F.

### 303. Environmental Health

Study of epidemiology and public health, including diseases, environmental toxins, and radiation. A discussion of the statistical methods used to interpret epidemiological data will be included. *Not for biology majors.* 3-0-3. Offered on demand.\*

### 305. Environmental Microbiology

Application of standard methods for the examination of water, milk, food, and related substances. The sanitary and public health aspects of these determinations are related to the course. *Not for biology majors.* 3-0-3. F.

### 307. Applied Bacteriology and Immunology

Testing procedures utilized in public health and diagnostic bacteriological and serological laboratories are discussed and performed. Immunological bases for such procedures are discussed, demonstrated, and performed. *Not for biology majors.* 3-0-3. S.

### 310. Nutrition

Biochemical basis of how the body uses food. Relationship of nutrition to health. Practical aspects of obtaining, storing, and preparing food for maximum nutrition. Nutrition through the life cycle. Diets. 3-0-3. S, even years.

### 311. Nutrition Laboratory

0-3-1. S, even years.

### 315. General and Comparative Animal Physiology

Survey of how animals solve fundamental physiological problems. Emphasis on homeostatic mechanisms. Examples from molecular, cellular, systems, and organismic levels, using both invertebrates and vertebrates. Prerequisites: Biology 101 and one semester of organic chemistry. 3-3-4. F, even years.

### 335. Pathophysiology

Study of alterations in normal body structure and function associated with various disease processes. The rationale of relevant diagnostic and treatment procedures will also be discussed. *Not for biology majors.* 3-0-3. Offered on demand.\*

### 385, 386. Practicum in Life Sciences

Practical experience in designing, setting up, and teaching laboratory. Recommended for all biology majors, particularly those planning to teach. No more than two hours credit may be used toward filling major requirements. Prerequisite: approval of department chairman and laboratory instructor(s). 0-6-1. Offered by arrangement.

### 391, 392, 491, 492. Biology Seminar

Directed reading, study, and discussion designed to re-emphasize the fundamental principles of biology, to correlate and summarize the course work of the major program and related fields, to introduce new areas and ideas, and to provide experience in literature review and oral presentation. Juniors will enroll in 391 and 392, and seniors in 491 and 492. Each course. 1-0-1. F, S.

### 401. Cell Biology

Survey of cellular structure and function with emphasis on biochemical and physiological mechanisms. Techniques for investigating cells. Prerequisites: Biology 101 and Chemistry 202 or 422. 3-3-4. S, even years.

### 402. Ecology

Study of the interaction of organisms and their adaptations to their physical environment. The ecosystem approach is emphasized along with population and community ecology. 3-3-4. F.

### 404. Developmental Biology

Study of the basic developmental processes including fertilization, differentiation, morphogenesis, embryogenesis, growth, and aging. Selected examples drawn from microorganisms, plants, invertebrates, and vertebrates. Prerequisites: Biology 301 and Chemistry 201. 3-0-3. S, odd years.

\*Courses offered on demand must meet minimum enrollments as determined by the Academic Dean.

#### 405. Topics in Advanced Biology

Study of specific areas in biology not covered by other upper level courses. Course content will vary and will reflect student and faculty interests. Prerequisites; Biology 101 and permission of instructor. 3-3-4 or 3-0-3. Offered on demand.\*

#### 411. Immunology

Study of the mammalian immune system with emphasis on human immunology. Theoretical and practical aspects will be considered. Diagnostic, therapeutic, and research applications of immunology will also be included. Prerequisite: Chemistry 202. 3-0-3. S, even years.

#### 422. Biochemistry

(Please see Chemistry 422.) 3-3-4. S.

#### 495, 496. Independent Study

Individual work planned to meet the need and interests of qualified students. Time and credits (1-3 hours) by arrangement in semester prior to term in which work is done.

### Chemistry

#### 103. Introductory Chemistry

Recommended for nonscience and nursing majors. Emphasis on application of the basic principles of chemistry: history, measurements, mathematical manipulations, dimensional analysis, formula writing and nomenclature, reactions and equations, matter and energy, atomic theory, structure and bonding, and solutions. Prerequisites: placement out of Mathematics 100 (or its equivalent for transfer students) and no previous college credit for chemistry with a grade of C or higher. 3-3-4. S, F, Su-2.

#### 111. General Chemistry I

Recommended for first-year science and mathematics majors. The first of a two-semester comprehensive coverage of the fundamental laws and theories of chemistry: history, measurements, mathematical manipulations, dimensional analysis, formula writing and nomenclature, thermochemistry, gas laws, quantum theory of electronic structure, chemical bonding, and physical properties. Prerequisite or corequisite: Mathematics 112. (This course may *not* be used *with* Chemistry 103 to meet basic science course requirements.) 3-3-4. F.

#### 112. General Chemistry II

Continuation of Chemistry 111: solutions, chemical spontaneity, equilibria, reaction rates and kinetics, acids-base behavior, redox reactions, nuclear chemistry, and organic and inorganic reactions. Prerequisite: Chemistry 111 with a minimum grade of C or by permission of instructor. 3-3-4. S.

#### 201, 202. Organic Chemistry I and II

Comprehensive coverage of the reactions and structures of aliphatic and aromatic compounds. Laboratory involves typical compound preparations. Prerequisite: Chemistry 112. 3-3-4, 3-3-4. 201, F; 202, S.

#### 301. Analytical Chemistry I

Modern methods of chemical and instrumental analysis as applied to chemistry, biology, and medicine: phase-change separations, extraction, chromatography, spectrophotometry, and spectroscopy (UV-VIS and IR). Prerequisite: Chemistry 112; prerequisite or corequisite: Chemistry 201. 3-3-4. F, even years.

#### 302. Analytical Chemistry II

Continuation of Chemistry 301: NMR and mass spectroscopy electrochemistry, acid-base equilibria and titrations, and kinetics. Prerequisite: Chemistry 301. 3-3-4. S, odd years.

#### 305. Organic Chemistry and Biochemistry for Health Sciences

Study of the structure and function of organic and biological molecules. Some topics which will be included are basic organic reactions, metabolism (including metabolic disorders), molecular genetics, regulatory molecules (hormones), and an introduction to clinical chemistry. *Not for science majors*. Prerequisite: Chemistry 103 or 111 or permission of instructor. 3-0-3. Offered on demand.\*

\*Courses offered on demand must meet minimum enrollments as determined by the academic dean.



### **391, 392, 491, 492. Chemistry Seminar**

Directed reading, study, and discussion designed to reemphasize the fundamental principles of chemistry, to correlate and summarize the course work of the major program and related fields, to introduce new areas and ideas, and to provide experience in literature review and oral presentation. Juniors will enroll in 391, 392, and seniors in 491, 492. Each course 1-0-1. F, S.

### **401. 402. Physical Chemistry I and II**

Application of laws of physics and mathematics to chemistry; emphasis on thermodynamics and dynamics. Prerequisite: Mathematics 221. 3-3-4, 3-3-4. 401, F, odd years; 402, S, even years.

### **395, 396, 495, 496. Independent Study**

Individual work designed to meet the needs and interests of exceptionally qualified students. Juniors will enroll in 395 and/or 396, and seniors in 495 and/or 496. Time and credits (1-3 hours) by arrangement in semester prior to term in which work begun.

## **Geology**

### **101. Physical Geology**

Survey of the distribution, processes of formation, alteration, and transportation of materials composing the earth. The composition and basic identification of common minerals and rocks, and the use of geologic and topographic maps are considered. 3-2-3. F, S.

### **102. Historical Geology**

A survey of geologic history of the earth as told by rocks. Emphasis will be placed on plate tectonics and the development of life throughout geologic times. 3-2-4. S.

## **Science Education**

### **101. (GOAL 301). Life and Physical Science (Early Childhood and Intermediate)**

Introduction to the physical sciences with emphasis on physics and chemistry. *For elementary education majors only.* 3-2-4. F, S.

### **102. (GOAL 302). Life and Physical Science (Early Childhood and Intermediate)**

Introduction to the earth and biological sciences, with emphasis on natural resources and the environment. *For elementary education majors only.* 3-2-4. S.

### **103. Oceanography, Meteorology, and Astronomy**

Survey of physical and biological oceanography. Principles of meteorology; interrelationships of seas and global weather patterns. Concepts of astronomy and space science; experience with telescopes and identification of constellations. *For education majors only.* 3-2-4. F.

### **330. Science Methods**

Methods of teaching science (K-9). Planning, teaching and evaluation of science in the elementary school. *For elementary education majors only.* 2-0-2. S.

### **432. Methods of Teaching (Science)**

Methods of planning, teaching, and evaluating science in the high school. *For secondary education majors only.* 2-0-2. F.

## **Science—GOAL (For GOAL Program Non-Education Majors Only)**

### **301. Practical Life Science**

Practical and classical aspects of science. Discussion topics include hobbies, population and aging, quality of life and survival. 2-0-3. Offered on demand.\*

### **302. Practical Physical Science**

Introduction to structure and behavior of matter. Emphasis is on physical and chemical principles, and practical applications of these principles. 2-0-3. Offered on demand.\*

### **303. Human Biology**

Brief survey of human structure and function, with emphasis on human genetics, disease and reproduction. 2-0-3. Offered on demand.\*

*\*Courses offered on demand in the GOAL Program must meet minimum enrollments as determined by the Assistant Academic Vice President for Special Studies.*

### **321. Energy**

Introduction to laws of thermodynamics; units of energy and energy transformations; survey of major sources of energy, with emphasis on limitations of each; socio-economic and political aspects of present and future energy demands. 2-0-3. Offered on demand.\*

### **322. Environment**

Survey of principles of ecology with emphasis on human impact on the environment. Literature of ecological movement in the U.S. since 1960. Field trips. 2-0-3. Offered on demand.\*

*\*Courses offered on demand in the GOAL Program must meet minimum enrollments as determined by the Assistant Academic Vice President for Special Studies.*

# Department of Psychology

The Department of Psychology endeavors to develop within its participants an understanding of the fundamentals of human behavior, a functional knowledge of scientific methods of the study of behavior, and an appreciation of the dignity and complexity of persons. The department provides a diversified program for its majors and offers one or more courses as required or elected by students from other departments of the college.

## Degree Requirements

The Bachelor of Science Degree with a Major in Psychology	Semester Hours
BASIC COURSE REQUIREMENTS (Group A, B, or C) . . . . .	40-52
Psychology 201 and 206, which are required, will satisfy the social science requirement, and Biology 101 and one other science are recommended for the natural science requirement.	
MAJOR—(36 hours, 6 counted on Basic Course Requirement) . . . . .	30
Psychology 201, 206, 397, and 441 or 444 are required. Fifteen hours, excluding Psychology 498, must be earned at the 400 level.	
SUPPORTIVE STUDIES . . . . .	15-23
To be chosen from philosophy, mathematics, natural science, theatre arts, literature, sociology, anthropology, foreign language, and other courses approved by the faculty adviser.	
COMPLEMENTARY REQUIREMENTS . . . . .	15
Other area(s) not directly related to the major, as approved by the faculty adviser.	
FREE ELECTIVES . . . . .	4-28
CONVOCATION . . . . .	0-4
Total . . . . .	128

## Description of Courses

The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.

Psychology 201 is a prerequisite for all other courses in psychology.

### 201. General Psychology

A survey of psychology as the scientific study of behavior. The areas treated include learning, motivation, personality, measurement, and developmental process, social adjustment, and the biological bases of behavior. 3-0-3.

### 206. Developmental Psychology

The psychological evolution of the individual through the life span and effect of the bio-social field on that evolution. 3-0-3.

### 301. Child Psychology

A study of the general principles of growth and development of the child from birth to early adolescence with emphasis upon intellectual, physical, emotional, and social development. 3-0-3.

### 302. Adolescent Psychology

The study of emotional, physical, and social maturation from puberty to early adulthood with emphasis on adjustment difficulties and communication with the adolescent. 3-0-3.

**303. Educational Psychology**

An analysis of the basic principles of classroom learning with emphasis upon the application of theory to practical situations. Special attention is also given to fundamental testing practices and measurement concepts. 3-0-3.

**305. Psychology of Personality**

A survey of the major theories of personality, with particular emphasis upon experimental studies and research procedures in the study of personality. Prerequisite: Psychology 206. 3-0-3.

**307. Physiological Psychology**

An examination of the biological correlates of behavior with emphasis on the structure and function of the nervous system, bases of perception, arousal, motivation, memory, and learning. 3-0-3.

**310. Social Psychology**

A study of the interactions of persons in American society including such topics as group dynamics and pressures, crowd behavior, social movements and change, conformity, and leadership. 3-0-3.

**374. Psychology of Religion**

A study of the principles of psychology as related to religious experience designed to develop insight into each student's own spiritual life. 3-0-3.

**380. Personal Assessment and Adjustment**

A study of the theoretical and experiential bases of self-actualization and interpersonal development. Prerequisite: junior or senior standing. 3-0-3.

**396. Introduction to Statistics**

An introductory approach to descriptive and inferential statistics designed to develop an understanding of basic statistical concepts, statistical significance, statistical inference, and hypothesis testing. 3-0-3.

**397. Experimental Psychology**

An introductory examination of procedures involved in selecting and stating problems, constructing research designs, collecting and evaluating data, and stating conclusions. Laboratory emphasis will be placed upon problems related to learning and perception. Prerequisite: Psychology 396. 2-2-3.

**401. Psychopathology**

Survey and analysis of the major mental disorders, interpretations, and theories of therapy, including the relationship of abnormal behavior to social norms. 3-0-3.

**402. Introduction to Counseling**

The study of the basic theories and functions of counseling. Laboratory emphasis will be upon the development of a personal counseling philosophy and its application. Prerequisite: Psychology 401 or permission of instructor. 3-0-3.

**403. Human Behavior in Organizations**

The application of psychological principles to the problems of industry and business, selection of personnel, training efficiency, job analysis, performance measurement, and human relations. (See Management 403). 3-0-3.

**405. Psychology of the Exceptional Child**

A study of children who are markedly superior or inferior to the average child in physical, mental, emotional, or social characteristics. Prerequisite: Psychology 206 or 301. 3-0-3.

**441. Psychology of Learning**

A study of the major concepts of learning, experimental methods of studying learning phenomena, and learning theory. 3-0-3.

**444. Psychological Measurement and Appraisal**

An introduction to psychological measurement, with emphasis on the measurement of intelligence, achievement, personality, interests, and special aptitudes. 3-0-3.

**491, 492, 493. Seminar in Psychology**

1-0-1, 2-0-2, 3-0-3.

**495, 495. Independent Study**

An in-depth research study for seniors majoring in psychology working under the guidance of the psychology department faculty. 0-Independent Study-3, 0-Independent Study-3.

**497, 498. Internship in Psychology**

Prerequisite: senior standing and departmental approval. 1-5-3, 1-5-3.

# Department of Religious Studies and Philosophy

The purpose of the Department of Religious Studies and Philosophy is to be seen in a two-fold manner:

1. For all students of the college, the presentation of the Christian heritage as a part of the student's liberal arts education in a church-related college.
2. For the students who choose to pursue a major, the preparation of the student both to think and to act responsibly with the knowledge gained, so that the student can pursue further study and a life of servant leadership.

## Degree Requirements

Semester  
Hours

For a Bachelor of Arts degree with a major in Religious Studies a student may choose to concentrate in one of four areas: (1) Religion, (2) Religion with preparation for Secondary (9-12) Teacher Certification, (3) Education Studies or (4) Recreation Studies:

### The Bachelor of Arts Degree with a Major in Religious Studies concentrating in Religion

BASIC COURSE REQUIREMENTS (Group A) . . . . .	43-52
Psychology 201 and Sociology 201 are required and will satisfy the social science requirement. Any foreign language is acceptable, but Greek is highly recommended.	
MAJOR . . . . .	30
Area I. Biblical Studies. Select 6 hours: 3 hours from Religion 302, 303, 306, or 307, and 3 hours from Religion 311, 312, 314, 316, or 317.	
Area II. Christian History and Thought. Select 3 hours from Religion 322, 323, 324, 326, 327, 333, or 337.	
Area III. Christianity and the World. Select 3 hours from Religion 243, 246, 341, 345, or 347.	
Area IV. Related Disciplines. Select 3 hours from Religious Education 371, 372, 373, or 375.	
Area V. Religion Seminar. Select two of the following: Religion 491, 492, 493, or 494.	
Area VI. Select 9 hours from one or more of Areas I, II, III, and IV or Religion 251, 325, 354, 495, Religious Education 270, 271, 374, or 401. Six hours of Greek language or Hebrew language may apply toward the major after the Basic Course Requirements are satisfied.	
SUPPORTIVE STUDIES . . . . .	15
Take any two literature courses offered by the Department of English Language and Literature plus one practicum (Religion 358, or 397, or Religious Education 397) and select 6 hours from the following courses: Sociology 203, 320, 356, Business Administration 207, Management Information Systems 240, Greek 301, 302, Greek Civilization 300, Hebrew 101, 102, Latin Civilization 301, History 310, Communications 280, or substitutions as approved by the faculty adviser.	

COMPLEMENTARY REQUIREMENTS.....	15
Select 15 hours from the subject areas listed below: psychology, sociology, history, French, German, philosophy, Spanish, English and substitutions, as approved by the faculty adviser.	
FREE ELECTIVES.....	12-25
CONVOCATION.....	0-4
Total .....	128

**The Bachelor of Arts Degree  
with a Major in Religious Studies  
concentrating in Recreation Studies**

**Semester  
Hours**

BASIC COURSE REQUIREMENTS (Group A) .....	43-52
Psychology 201 and Sociology 201 are required and will satisfy the social science requirement. Any foreign language is acceptable, but Greek is highly recommended.	
MAJOR.....	30
Area I. Select 3 hours from Religion 302, 303, 306 or 307. Area II. Select 3 hours from Religion 311, 312, 314, 316 or 317. Area III. Select 3 hours from Religion 243 or 333. Area IV. Take each of the following courses: Religious Education 270, 271, 371, 372, 373, 375 and 490.	
SUPPORTIVE STUDIES.....	18
Select 3 hours from Recreation 311, 407 or 408, and take each of the following courses: Health 222, Psychology 374, Recreation 310, 312, and 450.	
COMPLEMENTARY ELECTIVES.....	15
Select two literature courses (6 hours) offered by the Department of English Language and Literature, and select 9 hours from the following courses: Business Administration 207, Management Information Sys- tems 240, Greek 301, 302, Greek Civilization 300, Hebrew 101, 102, History 322, 323, 327, Music 265, Interpreter Training 101, 102, Sociology 203, 320, 356, Psychology 206, 301, 302, Religious Edu- cation 401, Health 221, Communications 280 and substitutions, as approved by the faculty adviser.	
FREE ELECTIVES.....	9-22
CONVOCATION.....	0-4
Total .....	128

*Note:*

*The Department will be changing the curriculum for teacher education certification based upon the new standards and guidelines as outlined by the North Carolina Department of Public Instruction. Students completing the program throughout the transitional phases will be recommended for teacher certification in all areas completed. An addendum will be added to the catalog as program changes are finalized.*

<b>The Bachelor of Arts Degree with a Major in Religious Studies concentrating in Education Studies</b>	<b>Semester Hours</b>
<b>BASIC COURSE REQUIREMENTS (Group A)</b> .....	43-52
Psychology 201 and Sociology 201 are required and will satisfy the social science requirement. Any foreign language is acceptable, but Greek is highly recommended.	
<b>MAJOR</b> .....	30
Area I. Biblical Studies. Select 6 hours: 3 hours from Religion 302, 303, 306, or 307, and 3 hours from Religion 311, 312, 314, 316 or 317.	
Area II. Christian History and Thought. Select 3 hours from Religion 322, 323, 324, 325, 326, 333, or 337.	
Area III. Christianity and the World. Select 3 hours from Religion 243, 246, 341, 345, or 347.	
Area IV. Religious Education 271.	
Area V. Senior Studies. Take both of the following: Religious Education 375 and 490.	
Area VI. Take each of the following: Religious Education 270, 372, and 373.	
<b>SUPPORTIVE STUDIES</b> .....	15-16
Take any two literature courses offered by the Department of English Language and Literature plus both Religious Education 374 and 371. Choose 3 hours from the following: Religious Education 401, Music 265, one psychology course, Health 221, 222, Religious Education 377 or Religious Education 397. If either Religious Education 377 or 397 is not taken in this category, one of them must be taken in Free Electives.	
<b>COMPLEMENTARY REQUIREMENTS</b> .....	15
Select 15 hours from the courses or subject areas listed below: Art 301, 302, Accounting 213, 214, Management 316, Business Administration 207, Management Information Systems 240, Physical Education 312, philosophy, psychology, sociology, history, education, or substitutions, as approved by the faculty adviser.	
<b>FREE ELECTIVES</b> .....	11-25
<b>CONVOCATION</b> .....	0-4
<b>Total</b> .....	<u>128</u>

## Description of Courses

### Religion

The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.

#### 101. Introduction to the Old Testament

3-0-3. (This course is not open to students who have satisfactorily completed Religion 304.)

#### 102. Introduction to the New Testament

3-0-3. (This course is not open to students who have satisfactorily completed Religion 305.)

#### 243. Religion and Modern Experience

An introductory study of the nature of religion, the relationship between religion and culture, and key philosophical questions inherent in religious thought. 3-0-3.



## **246. Eastern Religions**

A historical study of the religions of the East and Middle East, especially Hinduism, Buddhism, and Islam. 3-0-3.

## **251. Biblical Backgrounds**

A survey of the history and environment of the biblical world presented either as a travel-study course to the Near East or as a regular lecture course on the campus. Lecture-Travel-3 or 3-0-3.

## **302. The Sacred Writings**

A study of Hebrew poetry and selections of wisdom literature with special reference to its significance in the faith of ancient Israel. 3-0-3.

## **303. Old Testament Prophets**

A survey of prophecy in Israel with attention given to the historical settings of the individual prophets and to the relevance of their message. 3-0-3.

## **304. Old Testament Survey.**

(This course is not open to students who have satisfactorily completed Religion 101.) 3-0-3.

## **305. New Testament Survey.**

(This course is not open to students who have satisfactorily completed Religion 102.) 3-0-3.

## **306. Old Testament Thought**

The key categories of the Old Testament are discussed. Attention is directed around the historical development of the concepts of God, man, salvation, creation and eschatology. 3-0-3.

## **307. Studies in the Pentateuch**

A critical evaluation of the nature, background, structure, and message of the Pentateuch. 3-0-3.

## **311. The Teachings of Jesus**

A study of the person, work, and message of Jesus Christ as presented in the Synoptic Gospels. 3-0-3.

## **312. Life and Letters of Paul**

A study of Paul's life and thought as presented in his Epistles. 3-0-3.

## **314. New Testament Thought**

A study of certain key concepts of the New Testament which made a definite contribution to the faith of the Early Church. 3-0-3.

## **316. The Writings of John**

A study of the background and interpretation of the Fourth Gospel, the Epistles of John, and the Book of Revelation. 3-0-3.

## **317. The General Epistles and Hebrews**

A study of the background, theology, and exegesis of James, I and II Peter, Jude, and Hebrews. 3-0-3.

## **322. Early and Medieval Christianity**

A survey of the history of the Christian church to 1500 A.D. Prerequisite: History 101. 3-0-3.

## **323. Modern Christianity**

Beginning with the Reformation this course is descriptive of church history to the present. Prerequisite: History 101. 3-0-3.

## **324. American Christianity**

An historical survey of the American religious scene from the colonial period to the present. Primary emphasis is given to the development of the more prominent Christian denominations. 3-0-3.

## **325. Baptist History and Thought**

An historical study of the Baptist movement since the seventeenth century. 3-0-3.

## **326. Christian Missions**

A study of the history of world missions of the Christian movement with emphasis upon its biblical foundations, its motives and practice, and its outstanding personalities. 3-0-3.

### **327. The Reformation Era**

This is a period study of Europe, giving special emphasis to religious changes. Beginning with fourteenth century Italy, it concludes with the Puritan struggle in England. 3-0-3.

### **333. Basic Christian Beliefs**

An introduction to the history, methods, and principal topics of Christian theology. 3-0-3.

### **337. Philosophy of Religion**

An introduction to the relation of the Christian faith to the questions posed by both science and philosophy. 3-0-3.

### **341. Basic Christian Ethics**

A systematic study of the nature of morality, the principles of biblical ethics, and specific ethical issues in contemporary society. 3-0-3.

### **345. Black Church History**

A survey of the religious political history of the Black church, together with a look at the modern Black church, Black religious leaders, and Black theology. 3-0-3.

### **347. Judaism**

A study of the history and experience of the Jewish people, including the religion and philosophy characteristic of the Judaic movement. 3-0-3.

### **354. Christian Preaching**

The fundamentals of sermon preparation and delivery. Prerequisites: six hours of religion. 3-0-3.

### **358. The Pastor's Work: A Practicum.**

A study of the minister's personal development and his work as pastor of a church. 2-Practical Experience-3.

### **397. Pastoral Internship**

A minimum of ten weeks spent in full-time supervised service in the pastoral work of a local church. Prerequisites: approval of instructor and department. 0-Practical Experience-3.

### **491. Old Testament Seminar**

3-0-3.

### **492. New Testament Seminar**

3-0-3.

### **493. Church History Seminar**

3-0-3.

### **494. Contemporary Theology Seminar**

3-0-3.

### **495. Independent Study**

A course consisting of guided reading, conferences with the professor, and written reports. 0-Independent Study-3.

## **Religious Education**

### **270. Introduction to Religious Education Foundations**

An inquiry into the history, philosophy, and vocational possibilities of religious education as well as the history of Southern Baptist organizations of religious education and how they relate to Southern Baptist polity and structure. 3-0-3.

### **271. Introduction to Religious Education Ministries**

Guided studies, observations, and practical experiences in the educational leadership in the church, including special study in the areas of personal growth and development, church renewal, and outreach ministries. 3-1-3.

### **371. Religious Education of Pre-schoolers and Children**

A study of the educational principles utilized in the religious education of pre-schoolers and children. Special emphasis will be given to the developmental characteristics of these age-groups as well as the values and the limitations of organizations and methods designed to teach them. 3-0-3.

### **372. Religious Education of Youth and Adults**

A study of the educational principles utilized in the religious education of youth and adults. Special emphasis will be given to the developmental characteristics of these age-groups as well as the values and limitations of organizations and methods designed to teach them. 3-0-3.

### **373. Religious Education Foundations: Church Administration**

A study of church polity, leadership, and administration with special attention given to organizational development and public relations. 3-0-3.

### **374. Psychology of Religion**

A study of the principles of psychology as related to religious experience designed to develop insight into each student's own spiritual life. Prerequisite: Psychology 201. 3-0-3.

### **375. Religious Education Foundations: Organizations and Curriculum**

An in-depth study of the Southern Baptist organizations of religious education, their function in a church, their structure, and their respective curricula. 3-0-3.

### **377. Field Education: The Ministry of Education**

A semester spent in part-time supervised service in a local church or denominational agency. Prerequisites: approval of the instructor and the department. 0-Practical Experience-1.

### **397. Religious Education Internship**

A minimum of ten weeks spent in full-time supervised service in a local church or denominational agency. Prerequisites: approval of the instructor and the department. 0-Practical Experience-3.

### **401. Counseling for Church Leaders**

A study of basic counseling techniques, such as, referral, qualifications of the counselor, theories of personality, etc., along with a consideration of basic counseling theories. A special emphasis will be given to a study of Integrity Therapy, Reality Therapy, Behavior Modification, and Transactional Analysis. Prerequisites: 6 hours of psychology. 3-0-3.

### **490. Religious Education Seminar**

Independent research, guided reading, and group investigation offer the senior student the opportunity to study more deeply the total scope of the religious education ministry in a local church. Prerequisites: Religious Education 270 and senior standing. 3-0-3.

### **495. Independent Study**

An in-depth study for seniors majoring in religion who wish to write a research project in the field of religious education under the guidance of a faculty member assigned by the department. 0-Independent Study-3.

## **Philosophy**

### **200. Introduction to Philosophy**

An introduction to the major types of philosophy (schools and movements) and the principal problems and questions of human existence. 3-0-3.

# Department of Social Sciences

The Department of Social Sciences accepts candidates for the Bachelor of Arts degree with a major in history, social science, and sociology. The social science major will concentrate in either economics, history, political science, sociology, criminal justice, or human services.

The major purposes of the department are as follows: (1) to prepare students for careers such as teaching and social work, (2) to provide a foundation for continued study in graduate or professional schools, and (3) to help the student acquire an awareness of the major social, political, and economic situations existing in various world cultures past and present.

The teacher training program attempts to (a) assure that the student acquires an understanding of the social, political, geographical, economic, and historical forces operating in society, (b) provide for the development of the social studies skills required in formulating objectives, selecting content, using effective teaching strategies, and evaluating learning, and (c) instill in the student an awareness of the need for continuing education and professional development.

## Degree Requirements

<b>The Bachelor of Arts Degree with a Major in History</b>	<b>Semester Hours</b>
BASIC COURSE REQUIREMENTS (Group A) .....	43-52
MAJOR .....	30
The major requires 30 hours above History 101 and 102, which are prerequisites to all other history courses. History 201 and 202 are required of all history majors.	
SUPPORTIVE STUDIES .....	15
Supportive work may be done in the following area(s): economics, geography, political science, psychology, and sociology.	
COMPLEMENTARY ELECTIVES .....	15
These courses must be selected from area(s) not directly related to the major, as approved by the faculty adviser.	
FREE ELECTIVES .....	12-25
CONVOCATION .....	0-4
Total .....	128

<b>The Bachelor of Arts Degree with a Major in Sociology</b>	<b>Semester Hours</b>
BASIC COURSE REQUIREMENTS (Group A) .....	43-52
MAJOR .....	30
The major requires 30 hours of sociology and must include Sociology 201, Sociology 311, and Sociology 330. It is strongly recommended that sociology majors take a course in statistics chosen from the following: Psychology 396 or Mathematics 400.	
SUPPORTIVE STUDIES .....	15
The supportive studies consist of fifteen hours taken from the social sciences. Six hours must be taken from each of two social sciences. These social sciences would include economics, geography, history, and political science.	

COMPLEMENTARY ELECTIVES.....	15
These courses must be selected from area(s) not directly related to the major, as approved by the faculty adviser.	
FREE ELECTIVES.....	12-25
CONVOCATION.....	<u>0-4</u>
Total.....	128

**The Bachelor of Arts Degree with a Major in the Social Sciences** **Semester Hours**

BASIC COURSE REQUIREMENTS (Group A).....	43-52
MAJOR.....	30

The social science major must complete at least 18 hours in one of the following areas: economics, history (above 101 and 102), political science, or sociology. In addition, 6 hours in each of two of these fields other than the area of concentration must be taken. Economics 203 and 204 are required of all students concentrating in economics. History 201 and 202 are required of all students concentrating in history. Political Science 201 and 202 are required of all students concentrating in political science. Sociology 201 is required of all students concentrating in sociology.

SUPPORTIVE STUDIES.....	15
-------------------------	----

The supportive studies consist of 15 hours in the social sciences (including psychology) above those in the Basic Course Requirements and the major. Six hours of credit must be earned in an area of the social sciences which is not included in the major.

COMPLEMENTARY ELECTIVES.....	15
------------------------------	----

These must be taken from areas not directly related to the major, as approved by the faculty adviser.

FREE ELECTIVES.....	12-25
---------------------	-------

CONVOCATION.....	<u>0-4</u>
------------------	------------

Total.....	128
------------	-----

**The Bachelor of Arts Degree with a Major in the Social Science with Preparation for Secondary (9-12) Teacher Certification** **Semester Hours**

BASIC COURSE REQUIREMENTS (Group A).....	43-52
--	-------

The social science requirement must be taken from one of the following areas: economics, geography, history, political science, psychology, and sociology. The natural science requirement must be fulfilled by taking Biology 101 and one of the following: Chemistry 103, Geology 101, Physics 103, or Physics 201.

MAJOR.....	30
------------	----

The social science major must develop with his adviser a major designed to meet his particular needs as a prospective teacher. If the student chooses an area of concentration, 21 hours should be taken in that area of concentration. The additional 9 hours must be taken in two or more of the social sciences other than the field of concentration and the one(s) used in the Basic Course Requirements.

SUPPORTIVE STUDIES.....	15
The supportive studies consist of Psychology 201 and 302 and 9 hours of additional social sciences approved by the faculty adviser. The additional hours are designed to supplement the Basic Course Requirements and the major.	
COMPLEMENTARY REQUIREMENTS.....	26
Education 316, 412, 422, 450, Health 221, Psychology 303, and 6 hours of literature.	
FREE ELECTIVES.....	1-14
CONVOCATION.....	0-4
Total.....	128

*Note:*

*The Department will be changing the curriculum for teacher education certification based upon the new standards and guidelines as outlined by the North Carolina Department of Public Instruction. Students completing the program throughout the transitional phases will be recommended for teacher certification in all areas completed. An addendum will be added to the catalog as program changes are finalized.*

### **The Bachelor of Science Degree with a Major in Social Science with a Concentration in Criminal Justice.**

The Social Science-Law Enforcement major is a dual/joint degree program between Gardner-Webb and several other institutions including Cleveland County Technical College, Gaston Community College, Isothermal Community College, and Western Piedmont Community College. The program provides courses permitting the student to earn an Associate of Arts degree in law enforcement at another institution and the Bachelor of Science degree in social science with a concentration in criminal justice. Students not wishing to receive the Associates degree will be required to take appropriate work at a two-year school in order to complete the B.S. degree at Gardner-Webb. The criminal justice student in the evening program will generally be expected to receive the Associates degree in an approved school as a prerequisite for entering the Gardner-Webb criminal justice program. Those students interested in the program should correspond with Dr. Barry Hambright, program coordinator, or Dr. Larry Sale, Assistant Academic Vice-President for Special Studies.

### **The Bachelor of Science with a Major in Social Science with a Concentration in Human Services**

The Social Science-Human Services major is embodied in an Evening College program. The degree program is designed within the liberal arts tradition of the college to prepare students for work in a wide range of social agencies that serve human needs at individual, group, or community levels. The program is designed for students who have completed approximately one-half of their college course work and who desire to pursue the Bachelor's degree with the intent of improving their helping skills. Students desiring to enter the program should have an Associate's degree in an approved area. Those students interested in the program should correspond with Dr. Barry Hambright, program coordinator.

## Description of Courses

The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.

### Geography

#### 101. Introduction to Physical Geography

The study of climate, vegetation, soil, water resources, mineral resources, and land form from the geographic perspective. 3-0-3.

#### 102. World Regions

The study of the physical and human geography of the various world regions. 3-0-3.

#### 320. Environment and Man

A study of the two-way relationship between persons and their environment. Topics discussed include wilderness preservation, animal extinction, the population explosion, the development of new energy sources, waste disposal, urban and regional planning, and air, water, thermal, noise, and aesthetic pollution. Field trips and guest lectures. 3-0-3.

### History

#### 101. Survey of Modern Western Civilization

Beginning with the Renaissance, and including the Reformation and the Enlightenment, this study concludes with the French Revolution. 3-0-3.

#### 102. Survey of Modern Western Civilization

Beginning with the Congress of Vienna and the Romantic Era, this course attempts a perspective of the last century and the present one. 3-0-3.

#### 201. Survey of United States History to 1877

This course attempts to develop a knowledge of the social, political, intellectual, economic, and constitutional foundations of the United States and its people. 3-0-3.

#### 202. Survey of United States History since 1877

This course is designed to trace the historical elements which have influenced modern American society. 3-0-3.

#### 310. The Ancient World

A study of the development of civilization from the earliest times to the fifth century A.D.; with emphasis on the contributions of the Greeks and Romans in the political, social, artistic, intellectual, and religious fields. 3-0-3.

#### 311. Medieval Europe

This is an examination of Europe in its changing state after the fall of the Roman Empire, with emphasis on: the Moslem culture, the Byzantine culture, Feudalism, the Carolingian culture, the Crusades, the development of the church, the towns, and the educational institutions. 3-0-3.

#### 315. The United States during the Colonial Period

The history of the settlement of the American Colonies and the development of the social, political, and intellectual institutions that formed the foundations of American civilization. 3-0-3.

#### 316. Hamilton, Jefferson and Jackson

A study of the beginnings of American Federalism, expansion and development of political and social life of the United States. 3-0-3.

#### 317. The Old South

A survey of the ante-bellum South with emphasis on the development of the unique Southern institutions and the place of the South in the nation. 3-0-3.

#### 318. Civil War and Reconstruction

An intensive study designed to investigate and analyze the causes and events of the American Civil War and its consequences. 3-0-3.

### **319. The United States in the Twentieth Century**

A study formulated to emphasize events, movements, and trends in modern America and to examine the functioning of Constitutional principles. 3-0-3.

### **322. Early and Medieval Christianity**

This is an examination of Europe in its changing state after the fall of the Roman Empire, with emphasis on: The Moslem culture, the Byzantine culture, Feudalism, the Medieval church, the Crusades, and the growth of towns. 3-0-3.

### **323. Modern Christianity**

Beginning with the Reformation this course is descriptive of church history to the present. The different phases of the Reformation are emphasized and traced in a limited manner to the present. Attention is given to the development of Christian thought as well as organizational changes. Considerable emphasis is placed on the expansion of Christianity into all the world and the problems it has faced in the increasingly secular society. 3-0-3.

### **327. The Renaissance and Reformation**

This is a period study of Europe, beginning with fourteenth century Italy and concluding with the Puritan struggle in England. 3-0-3.

### **332. Twentieth Century Europe**

This is a survey of the events in Europe since 1914 including the breakdown of the Versailles settlement, the rise of fascism, the Second World War, and the problems of a divided Europe. 3-0-3.

### **337. History of England Before 1689**

A survey of the development and growth of England into a nation, with attention given to constitutional progress and the achievements of the Tudor and Stuart periods. 3-0-3.

### **338. History of England Since 1689**

A survey of the development of England's democratic government, considering economic, social, intellectual, diplomatic, and imperial affairs. 3-0-3.

### **345. North Carolina History**

A chronological study of the history of North Carolina from its colonial beginnings until the present. The student learns how the state is typically Southern, and how it is not. The State's problems and potential are carefully examined in the broader context of U.S. history. 3-0-3.

### **352. Survey of Latin American History**

This course surveys the history of the region as a whole, and then looks at the salient features of each individual country's history, people, and culture. Careful attention is given to Indian peoples, the Blacks, and the relations of the region with the U.S. 3-0-3.

### **362. History of the Soviet Union**

A study of the background of the Russian Revolution, as well as a survey of political, economic, social, and cultural development since 1917. 3-0-3.

### **380. Modern Germany Since 1789**

A study of the political, social, and cultural developments in Germany since 1789. Much attention is given the political developments since 1914. 3-0-3.

### **411. Diplomatic History of the United States**

A course concerned with the foreign relations of the United States from its emergence as a nation in 1783 to its position as a leading power in the present century. The effect of this transformation will be emphasized. 3-0-3.

### **412. History of the Middle East**

This course combines a topical and chronological approach. Much attention is given to the strategic importance of this area to the rest of the world, the religion and culture of the people, and the contributions the area has made to the world's culture. 3-0-3.

### **413. History of Africa Since 1500**

The student in this course learns the general history of peoples and areas of Africa, European imperialism's effects, both good and bad, Soviet activities and "wars of national liberation," and the importance of Africa's resources to the modern industrial world. 3-0-3.



### **495, 496. Independent Study**

An honors course open to senior majors in the department. Consent of the chairman of the department required. Prerequisite: "B" average in the Department. 0-Independent Study-3, 0-Independent Study-3.

## **Political Science**

### **201. Introduction to Political Science**

A basic course in political science dealing with the fundamentals of persons politically organized. 3-0-3.

### **202. United States Government**

A comprehensive presentation of the principles of American constitutional government, and a behavioral analysis of the institutions and processes of the national and state governments and the Federal system. 3-0-3.

### **303. American Foreign Policy**

A study of the political processes by which contemporary foreign policy is made and executed. 3-0-3.

### **304. State and Local Government in the United States**

A study of the problems of inter-governmental relationships and administrative management in state, county, and municipal government. 3-0-3.

### **305. Public Opinion and Political Participation**

A study of forces affecting public opinion, its expression in various political activities, and its impact on public policy. 3-0-3.

### **306. Urban Policies**

An examination of the nature and scope of urban problems in the United States with emphasis on the impact of government and politics. 3-0-3.

### **311. European Government and Politics**

A detailed account of the political institutions and processes of France, Germany, the United Kingdom, and the U.S.S.R. 3-0-3.

### **312. Government and Politics in Developing Nations**

A study of governments, politics, and political problems of emerging nations. 3-0-3.

### **314. Judicial Process**

A study of judicial processes in the United States including pertinent court decisions and a general review of the administration of justice in our society. 3-0-3.

### **315. Civil Liberties**

A study of basic freedoms such as speech, press, and religion as well as emphasis on the significance of equal protection of the law. Emphasis will be given to both court cases and the development of concepts such as freedom of expression. 3-0-3.

### **320. Constitutional Law**

A study of principles and leading cases with emphasis on judicial and executive elaboration and the development of civil liberties in the United States. 3-0-3.

### **321. International Relations and World Politics**

An analysis of politics among nations. 3-0-3.

### **325. Southern Politics**

An analysis of the nature and style of Southern politics with emphasis on the development of two-party politics and the rise of Black political participation. 3-0-3.

### **403. The President, Congress, and Public Policy**

An analysis of the roles of the President and Congress in making national policy. 3-0-3.

### **495. Independent Study**

Open to senior majors in the department. Consent of the department is required. Prerequisite: "B" average in the department. 0-Independent Study-3.

### **497, 498. Internship in Political Science**

Three hours credit may apply to the student's major. Prerequisite: junior standing and departmental approval. 0-Practical Experience-3, 0-Practical Experience-3.

## **Sociology**

### **201. Introduction to Sociology**

This is an introduction to the study of sociology, providing essentials for an intelligent understanding of the forces making for group life and for specialized study of sociological problems. 3-0-3.

### **202. Social Problems**

An analysis of some of the major problems of personal and social disorganization in contemporary society with emphasis upon causes, treatment, and prevention. 3-0-3.

### **203. Marriage and Family**

This course provides a study of the practical problems of courtship and marriage, with emphasis on inter-personal relationships between husband and wife and parents and children. 3-0-3.

### **310. Social Psychology**

A study of the interaction between the individual and the group, and the influence of each on the other. 3-0-3.

### **311. Social Research Methodology**

The scientific method applied to social phenomena: formulating and testing hypotheses, techniques for collecting data, measuring social variables, interpreting research findings. The scientific method as applied to social sciences will be explored in the latter part of the course through student participation in the design and analysis of a survey. 3-0-3.

### **313. Sociology of Deviant Behavior**

Introduction to the sociological study and critical analysis of theories of deviant behavior. Descriptive and explanatory approaches to kinds and amounts of deviance in contemporary American society; social change, anomie and social disorganization theories; the process of stigmatization; formal and informal societal responses to deviance and the deviant. 3-0-3.

### **320. Cultural Anthropology**

A study of the nature and growth of culture in primitive and contemporary non-industrial societies. 3-0-3.

### **330. Sociological Theory**

A systematic analysis of the trends and developments in sociological theory. Emphasis is placed on the current state of sociological theory and its relationship to empirical research. 3-0-3.

### **331. Principles of Social Work**

The field of social work—nature, scope, and functions of social work today, including public and private social agencies and institutions. 3-0-3.

### **340. Cultural Change**

An examination of social systems within the framework of functional and conflict theory with particular emphasis upon the planning of social change. 3-0-3.

### **356. Sociology of Religion**

Religion analyzed as a social institution, with particular reference to the relationship between religious and non-religious spheres of society, the structure of religious organizations, and the social-psychology of religious behavior. 3-0-3.

### **396. Introduction to Statistics**

(See Psychology 396). 3-0-3.

### **400. Race and Ethnic Relations**

A study of present-day racial and cultural minorities with emphasis on scientific facts about race and on changing attitudes and policies. 3-0-3.

### **411. Criminology**

An analysis of the nature and extent of criminal behavior, factors which seem to be related to such behavior, and changing attitudes toward the criminal and crime control. 3-0-3.

#### **421. The Urban Community**

A study of the structure and function of rural and urban communities, their institutions and problems. 3-0-3.

#### **432. Methods of Teaching Social Science (Secondary)**

Emphasizes the understanding and application of the use of materials and teaching methods. The course includes laboratory experience on the secondary level. 3-0-3.

#### **497, 498. Internship in Sociology**

Three hours credit may apply to the student's major. Prerequisite: senior standing and departmental approval. 1-5-3, 1-5-3.

### **Criminal Justice**

#### **410. A Philosophy of Criminal Justice**

The major focus of this course will be with punishment and alternatives for dealing with law violation, as well as with some of the relating underlying ideas, such as responsibility and insanity. Central to this investigation will be a concern for the justification of punishment, the legitimacy of alternatives to punishment, the justification for considering certain or all kinds of illegal acts as the product of a disease, and the reconcilability of a system of punishment with a deterministic view of human behavior. 3-0-3.

#### **420. Administrative Decision Making**

This will be an advanced course in police administrative decision making. Considerable emphasis will be given to management styles and the affect of management styles on the operation of the police force. The principles of management studied in the course will have relevance to other areas of management including related criminal justice agencies. 3-0-3.

#### **430. Criminal Justice Theory and Research**

A discussion and practical application in operations research as it applies to police departments, prosecution management, court scheduling, corrections recidivism, probation and parole. The common theme is the use of quantitative analysis to understand phenomena, to solve problems, and to provide policy guidance. 3-0-3.

#### **497, 498. Criminal Justice Internship**

Designed for students enrolled full time in the criminal justice program. This program is designed to enhance a student's academic experience by providing an opportunity to acquire a working knowledge of the practical aspects of the criminal justice system. Junior or senior standing. Credits to be arranged.

# Special Degree Programs

## The Bachelor of Science Degree with a Major in Medical Technology

Gardner-Webb College has entered into agreements with the Bowman Gray School of Medicine of Wake Forest University and with Charlotte Memorial Hospital whereby students may earn the Bachelor of Science degree in medical technology.

The agreements provide that the student will do three years work at the college and the final year of study, a full calendar year, at the clinical facility. The degree will be granted by Gardner-Webb College.

	Semester Hours
<b>Degree Requirements</b>	
BASIC COURSE REQUIREMENTS (Group B) . . . . .	48
The natural science requirement must be met by taking Biology 101, any upper level biology course, and Chemistry 111 and 112. Mathematics 111 is required and will satisfy the mathematics requirement.	
MAJOR . . . . .	32
The program of medical technology at the Bowman Gray School of Medicine or the Charlotte Memorial Hospital takes the place of the major.	
SUPPORTIVE STUDIES . . . . .	23
Biology 105, 203, 204, 411, Chemistry 201, 202, and Mathematics 112 are required.	
COMPLEMENTARY ELECTIVES . . . . .	15
To be selected from area(s) not directly related to the natural sciences, as approved by the faculty adviser.	
FREE ELECTIVES . . . . .	7-10
Physics 201 and 202 are recommended. Biology 301, 422, and additional chemistry are recommended for all students.	
CONVOCATION . . . . .	0-3
Total . . . . .	128

## The Bachelor of Science Degree Leading to Certification as a Physician Assistant

The Physician Assistant Program is a cooperative program with the Bowman Gray School of Medicine. The student who enters the program will attend Gardner-Webb College for the first three years, and may then apply for admission into the Physician Assistant Program at Bowman Gray School of Medicine. After a two year program at Bowman Gray the student will graduate with a baccalaureate degree from Gardner-Webb College and will receive a Physician Assistant Certificate of graduation from Bowman Gray. Final certification as a physician assistant will be completed upon passage of an examination which is required by the state of North Carolina and most other states. The satisfactory completion of the examination satisfies the requirements for the student to be certified by the National Commission of Certification of Physician Assistants.

Entrance into the program at Bowman Gray requires that the student complete the Gardner-Webb College requirements and have at least 1,000 hours or a minimum of six months of clinical experience that includes interactions with patients and some responsibility for their care. Optimally, the student should have two years or more of clinical experience before making application to the Bowman Gray phase of the program.

The Gardner-Webb College requirements are designed to allow the student to enter the Physician Assistant Program or continue at Gardner-Webb and graduate with a degree either in biology or chemistry depending on the interest of the student.

Degree Requirements	Semester Hours
BASIC COURSE REQUIREMENTS (Group C) .....	40-50
The social science requirements must be met by taking psychology and/or sociology.	
The mathematics requirement is Mathematics 111 and 112, or 221.	
Biology 101 and Chemistry 111 and 112 are required.	
MAJOR .....	32
The Physician Assistant Program at Bowman Gray School of Medicine takes the place of the major.	
SUPPORTIVE STUDIES .....	38-44
Biology 203, 204, 206, 301 and Biology 391 or 392 are required of all students in the program.	
In addition, one of two routes must be chosen, either chemistry or biology.	
The chemistry route includes Chemistry 201, 202, and 422; Physics 201, 202, and Mathematics 221.	
The biology route includes Chemistry 201, 202 and Physics 201, 202.	
Chemistry 422 and Mathematics 221 are highly recommended.	
COMPLEMENTARY ELECTIVES .....	15
FREE ELECTIVES .....	0-3
CONVOCATION .....	0-3
Total .....	<u>128</u>

## Sign Language Studies

Gardner-Webb College offers the Associate of Arts degree in Sign Language Studies. The program features a balance of coursework providing a strong foundation of theory and practice in order to prepare students to interpret in a variety of situations and for people of varying language competencies. Any course in this two-year program may be applied to a baccalaureate program.

### The Associate of Arts Degree

#### Sign Language Studies

##### *First Semester*

English 101 .....	3
Religion 101 .....	3
Physical Education .....	1
Psychology 201 .....	3
Interpreter Training 101 .....	3
Interpreter Training 150 .....	3
	<u>16</u>

##### *Second Semester*

English 102 .....	3
Religion 102 .....	3
Mathematics 112 .....	3
Interpreter Training 102 .....	3
Interpreter Training 201 .....	3
Interpreter Training 110 .....	1
Interpreter Training 112 .....	1
	<u>17</u>

<i>Third Semester</i>	
History 101.....	3
Fine Arts.....	3
Physical Education.....	1
Interpreter Training 103.....	3
Interpreter Training 113.....	1
Interpreter Training 116.....	1
Interpreter Training 111.....	1
Interpreter Training 200.....	3
	16

<i>Fourth Semester</i>	
Sociology 201.....	3
Interpreter Training 250.....	3
Interpreter Training 260.....	6
Interpreter Training 114.....	1
Interpreter Training 220.....	1
	14

Two semesters of Convocation Credit will also be required.

## Description of Courses

The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.

### Interpreter Training

#### 101. Manual Communication I

An introduction to basic signs, sign systems, and the people who use them. 3-0-3.

#### 102. Manual Communication II

A continuation of Sign Language I and its goals. Additional topics to be covered are the use and reading of ASL in conversation. 3-0-3.

#### 103. American Sign Language for Interpreters

An indepth study of the "language of the deaf community". Trainees will acquire a large repertoire of vocabulary, idioms, and colloquialisms in both expressive and receptive situations. 3-0-3.

#### 110. Classroom Interpreting Lab I (Arts and Humanities)

Through observation and the use of video tapes, the students will improve receptive and expressive skills while increasing sign and oral vocabulary in these areas. 0-1-1.

#### 111. Classroom Interpreting Lab II (Scientific and Technical)

Through observation and the use of video tapes, the students will improve receptive and expressive skills while increasing sign and oral vocabulary in these areas. 0-1-1.

#### 112. Religious Interpreting Lab

Students will review both video and audio tapes to increase vocabulary and skills in this area. 0-1-1.

#### 113. Sign-to-Voice Lab I

Students will review video tapes using a variety of manual communication systems, Lab experience will also cover public speaking skill development. 0-1-1.

#### 115. ASL Lab

Students will review ASL vocabulary tapes and recorded spoken English discourse to improve expressive and receptive ASL skills. 0-1-1.

#### 116. Interpreting in Specialized Settings Lab

Students will observe interpreting in settings such as hospitals, police stations and professional offices, and through role-playing and video tapes will refine signing skills for these situations. 0-1-1.

#### 150. Fundamentals and Theories of Interpretation

Topics covered are ethics, compartment, client-interpreter relationship, client's linguistic competency, oral and manual interpreting, interpreting as a profession, professional organizations, state, local, and national organizations for the deaf clients. 3-0-3.

**200. Principles of Tutoring and Notetaking**

Students receive an introduction to the information necessary to work as an interpreter-tutor in the mainstreamed classroom. 3-0-3

**201. Psycho-Social Aspects of Deafness**

A study of the effects of deafness on psychological development and social adjustment of hearing impaired persons. Involves history of deafness, fundamentals of audiology, etiologies, language development, cognitive development and psychosocial adjustment. Current research on the psychological and sociological aspects of deafness will be reviewed. 3-0-3.

**220. Tutoring—Note Taking Practicum**

0-1-1.

**250. Interpreting for Special Populations**

Interpreting for clients with limited language (English and Sign) competency, the deaf-blind client, the Rochester Method user, the elderly deaf client, and the physically disabled signer. 3-0-3.

**260. Interpreting Practicum**

0-6-6.

**Special Notes****Lab Courses:**

Using video-tape and voice recordings, these classes will allow students the opportunity to improve both receptive and expressive skills in the area indicated. Students will also spend approximately 25% of class time in observation.

**Practicum Courses:**

Students will be required to complete a practicum schedule that will give them the opportunity to refine skills learned in the program. The practicum will be actual, not simulated.

# Davis School of Nursing

The Davis School of Nursing offers two types of nursing programs. The lower division program provides a course of study leading to an Associate in Arts degree and the upper division program, designed for registered nurses, leads to a Bachelor of Science in Nursing degree.

Graduates of the Associate in Arts Degree Program are eligible to take the examination for licensure as a registered nurse and may also apply for entrance into the upper division Bachelor of Science in Nursing Degree Program. The upper division baccalaureate program prepares registered nurses to practice professional nursing in a variety of settings and provides the foundation for graduate study in nursing.

The Associate Degree Nursing Program is offered at Gardner-Webb College, Boiling Springs, North Carolina. It accommodates both boarding and commuting students.

The baccalaureate degree program in nursing is offered at two campus sites. The Gardner-Webb College, Boiling Springs campus accommodates both boarding and commuting students. The Statesville campus located in Statesville, North Carolina, accommodates commuting students only.

## Philosophy

The Davis School of Nursing functions within the framework and philosophy of Gardner-Webb College. The faculty believes that the Christian, liberal arts philosophy of the college not only contributes to the total development of the student in nursing but also serves as a frame of reference supporting a commitment to the values that give meaning to life with emphasis on a Christian holistic view of man as a unique and valued individual, having worth and dignity. Man may also be viewed as a part of the hierarchy of subsystems consisting of individuals, families, and groups within larger societal systems.

Health is viewed by the faculty as a complex state of physical, psychosocial, and spiritual well-being. This state is constantly changing due to man's adaptive response to environmental effects. Health is not merely the absence of illness, but is seen as being on a continuum ranging from high-level wellness to extreme illness with death imminent.

The faculty believes that nursing is a health service to individuals or groups, ill or well, the focus of which is on helping clients to enhance their quality of life through the preventive, restorative and rehabilitative activities of nursing practice. The purpose of nursing is to help clients live in concert with their environment. Therefore, nursing concerns itself with those various activities involved in health promotion and maintenance and adaptation or modification to changes in man's environment.

Nursing covers a wide range of activities that begins with simple nurturing tasks based on common knowledge and then progresses to increasingly complex responsibilities requiring critical decision making. To meet this broad spectrum of activities, a corresponding range of nursing roles is required. Nursing education programs which range from the vocational to doctoral level that differ in purposes and length must prepare nurses for these various roles.

Learning is a continuous process that occurs within the learner with the teacher acting as facilitator. The teacher provides opportunities for learning and directs the student toward self learning. Collaboratively, the teacher and learner plan experiences and share knowledge. The educational process is dynamic with new knowledge actively encouraged. Since learning is a continuous process, individuals may elect to change their career and personal goals at different points in their lives. Therefore, educational opportunities should exist to accommodate the changing goals and learning needs of students.



Teaching/learning methodologies appropriate to the individual should be recognized in order to facilitate learning.

The Davis School of Nursing offers nursing education at the technical and professional levels. The programs are based on the premise that society has many health needs which must be met by health care providers with varying types of expertise.

The Davis School of Nursing incorporates in its philosophy the provision of nursing education which will culminate in quality health care of individuals, families, or other groups in acute, extended, and community settings. The School is further committed to assisting students in attaining personal achievement and growth.

### **Associate in Arts Degree Program (Lower Division)**

The faculty subscribes to the general philosophy of the Davis School of Nursing which reflects beliefs relating to the concepts of the individual, nursing, learning, and the Christian nature of the college as it influences the study of nursing.

Associate degree nursing education brings together faculty and students who have common goals of teaching and learning which culminate in quality nursing care for clients. Students are guided in the understanding and application of basic scientific principles as they relate to nursing, self, and others. The faculty further believes that the acquisition and use of knowledge are influenced by personal differences, motivation, and readiness. It is believed that a quality beginning-level practitioner can be prepared through associate degree nursing education offered by an institution of higher learning.

The associate degree nurse fulfills an important role within the scope of nursing practice and is a member within the health care team. Functioning as a member of the health care team, he/she utilizes the concept of Maslow's Hierarchy of Needs as a structural framework for implementing the nursing process to provide quality care to individuals in secondary health care settings such as acute or extended care facilities. The associate degree nurse is able to care for clients with common, well-defined health problems, administering care through the identified roles of care provider, client teacher, communicator, and manager of client care.

The associate degree nurse is accountable for his or her nursing practice and recognizes the importance of maintaining a current knowledge of nursing practice and trends and issues which affect nursing. The graduate acquires and redefines skills as made necessary by social and technological change. The faculty agrees that the graduate of the program should be a responsible, contributing member of the health care system.

The curriculum of the Associate Degree Nursing Program at Gardner-Webb College is designed to prepare the student at the technical level:

1. To identify facts and principles of physical, biological, and behavioral sciences which provide a foundation for nursing;
2. To demonstrate skill in utilizing the nursing process, in providing nursing care to clients with common, recurring health problems, and to assist individuals in promotion and maintenance of wellness;
3. To utilize the concept of Maslow's Hierarchy of Needs for implementing the nursing process in client care;
4. To apply principles of human behavior in establishing and maintaining favorable interpersonal relationships;
5. To recognize present, emergent, and changing concepts of legal, moral, and social responsibilities of the nurse/client;
6. To describe the role of the associate degree nurse and his/her function in the ever-changing health care system.

Student clinical learning experiences are provided by Cleveland Memorial Hospital, Shelby; Rutherford Hospital, Rutherfordton; Gaston Memorial Hospital, Gastonia; Broughton Hospital, Morganton, North Carolina, and other selected health agencies. The program enables the student to complete in approximately two years a course of study which leads to the Associate in Arts degree. Upon satisfactory completion of the curriculum, the graduate is eligible to write the NCLEX Examination for licensure as a Registered Nurse.

### **Accreditation of the Associate Degree Nursing Program**

The program is accredited by the North Carolina Board of Nursing and by the National League for Nursing.

### **Admission to the Associate Degree Nursing Program**

A nursing class is admitted once a year in the fall semester. Students will be considered for admission to the Associate Degree in Nursing Program after they have been admitted to Gardner-Webb College. The Nursing Admissions Committee considers various criteria in the admissions process, seeks to recommend the most appropriate course of action for the student, and makes the final decision regarding admission to the program. The faculty seeks to assure that students be as well prepared as possible before entering into the program and is committed to helping each student attempt to reach his/her potential in nursing.

### **Admission Criteria**

1. Graduation from an accredited high school or equivalent. High school transcript showing date of graduation or equivalent documentation must be submitted.
2. In addition to college admission requirements, satisfactory performance in high school or equivalent courses in biology and algebra, are recommended for entry into program. A basic high school or college chemistry course must be completed with a C or better before beginning nursing courses. For students who anticipate applying to the upper division major in nursing at Gardner-Webb College, Chemistry 103 is recommended.
3. High school class rank of upper one-third.
4. SAT preferred, with a total score of 750 or above.
5. Evidence of 2.0/C average on all post-secondary academic work.
6. Satisfactory completion of placement tests in reading, mathematics, and English for students transferring less than fifteen semester hours.
7. Good physical and mental health as documented on the Health Form provided by the college.
8. Favorable references.
9. Interview recommended.
10. Licensed Practical Nurses must submit a photocopy of their current nursing license. Individual consideration regarding admission criteria may be given if circumstances warrant such action, after official application has been made to the college and to the nursing program.

## Advanced Placement

1. Transcripts and advanced placement credit are evaluated by the Admissions Office. Transfer of nursing courses are evaluated on an individual basis.
2. Challenge examinations for at least nine hours of nursing credit are available for Licensed Practical Nurses and other qualified applicants. The examination is normally scheduled for spring of each year.

Policies and practices regarding admission, transfer, advanced placement, progression, and graduation may be obtained by contacting the Director of the ADN Program, Gardner-Webb College.

## Degree Requirements — Associate in Arts Degree (A.A.) 66 semester hours

<u>Fall</u>	<u>Semester Hours Credit</u>	<u>Spring</u>	<u>Semester Hours Credit</u>
Biology 203*.....	3	Biology 204*.....	3
Psychology 201*.....	3	Psychology 206**.....	3
Nursing 101.....	6	Nursing 102.....	4
Nursing 111.....	1	Nursing 201 or 203.....	4
Nursing 112.....	2	Physical Education.....	1
	<u>15</u>		<u>15</u>

### Summer School

English 101.....	3
Biology 105.....	4
	<u>7</u>

### Fall

Sociology 201.....	3
Nursing 201 or 203.....	4
Nursing 103 or 202.....	4
English 102.....	3
	<u>14</u>

### Spring

Religion 101 or 102.....	3
Nursing 103 or 202.....	4
Nursing 204.....	5
Nursing 290.....	3
	<u>15</u>

*Notes:* \*Pre- or co-requisite to first year nursing courses; \*\*pre- or co-requisite to Nursing 202 and 203.

Because the length of the nursing courses does not always correspond to regular semester courses, any withdrawal from a nursing course must be completed prior to the midpoint of the course.

## Progression and Graduation Requirements

The student must make a minimum grade of C and perform satisfactorily in the clinical area in all nursing courses. Satisfactory completion of the clinical component of Nursing 101 includes demonstration of competence in drug calculations. One nursing course can be repeated one time only with permission of the faculty. A total of two unsatisfactory grades in nursing courses (D or F) will result in dismissal from the program.

A minimum grade of C is required in all science courses (Biology 105, 203, 204) before entering the sophomore year. A science course may be repeated only once. Appeals for special consideration must be submitted in writing to the Review and Evaluation Committee of the ADN program.

A cumulative grade point average of 2.0 or above is required before entering the nursing courses taught in the second year. The nursing faculty reserves the right to dismiss from the program any student who fails to meet academic and/or non-academic criteria, including behavioral, ethical, clinical, and health standards. Dismissal may occur at any point in a course or in the program if it is determined that the student's continuation may jeopardize patient safety.

## **Bachelor of Science In Nursing Degree Program (Upper Division)**

The philosophy of the Baccalaureate Program evolves from that of Gardner-Webb College and the overall philosophy of the Davis School of Nursing which embodies beliefs about man, society, health, nursing and education. It is upon these beliefs that the purposes, objectives and curriculum of the Baccalaureate Program are based.

In the Bachelor of Science in Nursing Program, man is viewed as an individual client system that cannot be separated from his environment or social context. Man cannot be isolated from his environment but must learn to coexist with his environment. The individual is also an integral part of the other components of the larger social system: families, neighborhoods, groups and communities that are interdependent and which likewise may be influenced by changes in the environment.

Health of individuals, families, groups and/or communities involves a process of interaction with an ever changing environment. Due to various adaptive responses, the concepts of health promotion and maintenance, health restoration, and rehabilitation are viewed as being on the health continuum. Health promotion and maintenance refer to various states of wellness. Health restoration and rehabilitation refer to various states of illness, both acute and chronic. Therefore, health care is directed toward maximizing the potential of the client systems within the environment where they are functioning.

Within the Bachelor of Science Program, a resocialization (role socialization) process from technical to professional nursing occurs. The practice of professional nursing expands to the nursing care of various clients from diverse and multicultural populations throughout the life cycle in health promotion and maintenance, health restoration, and rehabilitation. Professional nursing contributes to enhancing the quality of health for various client systems through deliberate and systematic utilization of the nursing process. The practice of professional nursing is substantiated by nursing theories and concepts through research findings and the synthesis of knowledge from the physical and behavioral sciences and humanities. To assist the professional nurse in making sound decisions, a broad knowledge relating to the legal, ethical, political, and social context of nursing and the health care delivery system is essential.

The professional nurse functions as a leader and member of the health care team. He/she collaborates with client systems in planning and directing nursing care while at the same time collaborating with other health care professionals in planning overall health care needs. The professional nurse assumes shared accountability for the quality, cost, and direction of health care in our society as well as professional and personal responsibility, and accountability in the practice of nursing.

The Bachelor of Science in Nursing Program provides a broad background in the arts and sciences, in nursing knowledge based on nursing theory and research, and in clinical skills which will equip nurses to make independent judgements and critical decisions necessary in a complex health care system.

The faculty views the registered nurse student as a self-directed adult learner with 1) a previous knowledge and experience base and 2) individualized needs and career goals. Therefore, maximum flexibility must be incorporated into the program to

accommodate the registered nurse learner. Teaching/learning methodologies focus on the following approaches: a) student-centered instruction, b) problem-solving or discovery learning, c) self-directed or independent learning, d) learning acquired by doing, and e) self-evaluation. Responsibility for continued life-long learning is also strongly emphasized.

The purposes of the Baccalaureate Nursing Program are as follows:

1. To provide technical nurses with an entry point into professional nursing education;
2. To provide an upper division major in nursing;
3. To prepare a generalist who can deliver professional nursing care in a variety of settings;
4. To prepare a practitioner accountable to the profession and society;
5. To provide the foundation for graduate education in nursing.

\*The curriculum of the Baccalaureate Nursing Program is designed to prepare the student:

1. To assess health status and health potential, plan, implement, and evaluate nursing care of individual, family and community systems;
2. To improve service to the client by continually evaluating the effectiveness of nursing intervention and revising it accordingly;
3. To accept individual responsibility and accountability for the choice of nursing intervention and its outcome;
4. To work with other disciplines in meeting the total health care needs of the client;
5. To evaluate research for the applicability of its findings to nursing actions;
6. To use nursing practice as a means of gathering data for refining and extending that practice;
7. To actively involve others in meeting health needs and nursing goals;
8. To collaborate with colleagues and citizens on the interdisciplinary health and welfare of people;
9. To participate in identifying and effecting needed change to improve delivery within specific health care systems;
10. To participate in identifying community and societal health needs and in designing nursing roles to meet these needs;
11. To utilize nursing and other relevant theory in making decisions on nursing practice;
12. To synthesize theoretical and empirical knowledge from the physical and behavioral sciences and humanities with nursing theory and practice.

\*Characteristics of the graduate are in keeping with the baccalaureate competencies identified by the National League for Nursing Task Force in "Competencies of Graduates of Nursing Programs: Report of the NLN Task Force on Competencies of Graduates of Nursing Programs". 1982.

The Baccalaureate Nursing Degree Program is offered by Gardner-Webb College at the following two locales:

Davis School of Nursing  
Gardner-Webb College Campus  
Boiling Springs, North Carolina

Davis School of Nursing  
Statesville Campus  
704 Cherry Street  
Statesville, North Carolina

## Admission to the Baccalaureate Degree Program

1. General admission to Gardner-Webb College. Students applying for admission to the Baccalaureate Degree Program must first apply for general admission to Gardner-Webb College. For information on general admission policies refer to the *College Catalog* sections entitled Requirements, Conditions for Acceptance, Advanced Standing, Readmission of Former Students, Advanced Placement.
2. Specific admission to the Baccalaureate Degree Program. Application for admission to the Baccalaureate Nursing Program may be obtained by writing:
  - A. for Gardner-Webb Campus  
Director, BSN Program  
Davis School of Nursing  
Gardner-Webb College  
Boiling Springs, North Carolina, 28017
  - B. for Statesville Campus  
Director, BSN Program  
Davis School of Nursing  
Post Office Box 908  
704 Cherry Street  
Statesville, North Carolina 28677
3. Applications to the Baccalaureate Degree Program are accepted for any academic semester.
4. Final decisions on admission to the Baccalaureate Degree Program are made by the Chairperson, Davis School of Nursing.

## Prerequisites for Admission

1. Current registered nurse licensure in North Carolina. A photocopy of license must be submitted with the nursing application.
2. Graduates of Associate Degree or Diploma programs with a temporary license may be admitted pending licensing results.
3. Applicant must be a graduate of a state approved Associate Degree or Diploma Nursing Program.
4. Transcripts from all previously attended institutions must be requested by the applicant and submitted to the Admissions Office, Gardner-Webb College.
- \*\*5. Overall cumulative grade point average of 2.5 or better on a 4.0 scale in all previous subjects taken.
6. A cumulative grade point average of 2.5 or better on a 4.0 scale in lower division nursing courses.
7. Applicant must give evidence of current nursing clinical practice within the past five (5) years. This may include:
  - A. Graduation from a School of Nursing.
  - B. One year of satisfactory work experience within the last five years.
  - C. Completion of a nursing refresher course or an acceptable equivalent.Applicants will be evaluated on an individual basis.
8. Two reference forms provided by the Davis School of Nursing must be completed by two persons familiar with applicant's nursing knowledge and clinical competence. One form should be completed by a present or recent employer, or by an instructor if the applicant is a recent graduate.
9. A student health record provided by the Davis School of Nursing must be completed by a physician. The applicant must be in a good state of health and able to carry out the functions of a professional nurse.

10. Completion of the following lower division courses:
- English 101 and 102 (6 credit hours)
  - \* College level mathematics (3 credit hours)
  - Religion 101 or 102 (3 credit hours)
  - Physical education (1 credit hour)
  - \* Fine Arts (3 credit hours)
  - \* History (3 credit hours of Western Civilization or U.S. History)
  - Sociology 201 or 203 (3 credit hours)
  - Psychology 201 and 206 (6 credit hours)
  - Biology 203 and 204 (6 credit hours)
  - Biology 105 (4 credit hours)
  - \* Chemistry 103 (4 credit hours)
  - Lower Division Nursing (30-37 credit hours may transfer from A.D.N. Program OR 30-37 credit hours granted by successful completion of select nursing exams.)
  - \* These courses are not currently required in the Associate Degree Nursing Program at Gardner-Webb College. For students who elect to continue in college and work toward the Bachelor of Science in Nursing degree, college level mathematics and Chemistry 103 are required prior to enrolling in the upper division. It is recommended that history (3 hours) and fine arts (3 hours) be completed prior to the upper division. However, an individual may register for these two courses during his/her upper division level course work.
11. An applicant may be admitted to the Baccalaureate Degree Nursing Program on either a full or a provisional admission status. An applicant granted full admission status has met all the prerequisites for full admission. An applicant not meeting all the prerequisites for admission may be provisionally admitted to the program. Requests for exemptions from GPA or other admission requirements, supported by evidence of extenuating circumstances, will be considered by the Chairperson of the Davis School of Nursing, after official applications for admission to Gardner-Webb College and to the Davis School of Nursing have been filed. Considerations for exceptions will be based on: a) the applicant's experience and work performance since graduation; b) academic records since graduation; c) the applicant's motivation to continue career education; d) written statement submitted by the applicant regarding long and short term goals and anticipated changes in the concept of nursing as a result of this educational experience.
12. An applicant will be notified of acceptance for admission to the Baccalaureate Degree Nursing Program. The applicant then has 15 days to send a letter to the Davis School of Nursing signifying acceptance of a space in the program.
- \*\* *Note:* All grades and grade point averages will be based on a 4.0 scale.

### Special Nursing Requirements

1. Students must provide their own transportation to and from clinical experiences.
2. Students are required to maintain professional liability insurance. Policy number and company name must be presented to the Secretary, Davis School of Nursing.
3. Students will be required to purchase their own stethoscopes, bandage scissors, pen lights, Davis School of Nursing name pins, and lab coats.
4. Students must dress appropriately according to agency standards for clinical experiences.
5. Those students who are required to complete select nursing exams for full admission status will do so at their own expense. Information related to these exams may be obtained from the Director, Baccalaureate Degree Nursing Program.

## Transfer Credit

1. Transcripts from all nursing programs and from other college courses must be requested by the applicant and submitted to Gardner-Webb College for evaluation.
2. All transfer credit evaluations must be approved by the Chairperson, Davis School of Nursing.
3. Credit for non-nursing courses from accredited colleges and universities may transfer. Credit from certain technical colleges or institutions may be awarded on a provisional basis following the evaluation of each course taken. The course *must be* comparable to courses offered through Gardner-Webb College. In order to change provisional to full transfer credit, a student must demonstrate mastery at the next academic level by the completion of a minimum of 12 semester hours through Gardner-Webb College in which a grade of 2.0 (C) or higher is obtained for each course.
4. Nursing credits are evaluated on an individual basis. Graduates of a state approved Associate Degree Program comparable to the Gardner-Webb College Associate Degree Program may receive up to 37 hours of lower division nursing credit. Graduates with greater than 37 hours of lower division nursing credit may receive transfer credit calculated on a ratio-proportion basis.
5. A BSN applicant must have a minimum grade of 2.0 (C) in the following courses in order to have these courses evaluated for transfer credit:
  - Biology 105
  - Biology 203
  - Biology 204
  - Chemistry 103
  - English 101
  - English 102

*Note:* Before a Bachelor's Degree from Gardner-Webb College can be conferred, at least 64 semester hours of credit must be obtained through a senior college with the last 30 hours being taken through Gardner-Webb College.

## Advanced Placement

1. Advanced placement credit may be earned through CLEP tests, departmental challenge exams and other selected tests.
2. Graduates of Diploma Schools of Nursing may earn a maximum of 37 hours lower division nursing credit depending upon the results of selected tests. Consult the Chairperson of the Davis School of Nursing for further information.
3. Advanced credit in upper division nursing courses may be earned through departmental challenge exams.

Other policies and practices regarding admission, progression, and graduation may be obtained from the Davis School of Nursing.



## Degree Requirements— Bachelor of Science in Nursing

Work in the upper division courses must be a minimum of 64 credit hours, 30 in nursing and 34 in general education. The curriculum plan for the BSN degree is as follows (An asterisk indicates those courses specific to the upper division level. Courses listed without an asterisk indicates those courses for the lower division level):

	Semester Hours
BASIC COURSE REQUIREMENTS (GROUP B).....	52
English 101 and 102	6
History 101, 102, 201, 202, or 319 (Choose one course.)	3
Political Science 201* or 202*	3
Religion 101 or 102; 341*	6
Social Science	6
Psychology 201, and Sociology 201 or 203	
Fine Arts	3
Art 207 or Music 125	
Physical Education (1* hour upper division)	2
Natural Science	20
Biology 105, 203, 204, 355*;	
Chemistry 103, 305* or their equivalents	
Mathematics	3
Select from Mathematics 101, 111, 112, 221, or 216	
MAJOR* .....	30
Nursing 301, 302, 303, 401, 402, 403, 405 and 4 hours nursing electives.	
SUPPORTIVE .....	25-37
Lower division nursing (minimum of 25 hours and maximum of 37 hours accepted); twenty-five of the 37 hours apply directly as basic to baccalaureate nursing courses; the remaining hours are counted as lower division nursing elective hours.	
COMPLEMENTARY .....	15-18
Psychology 206, Sociology 340*, Biology 303*, Management 316*, Management 403* and Psychology 396* or their equivalents are required.	
<i>Note:</i> Mathematics 216 may be taken in place of Psychology 396. If Mathematics 216 is taken, it will meet the 3 hour mathematics requirement as well as the Psychology 396 requirement.	
FREE ELECTIVES.....	6
Additional free electives may be taken to meet the graduation requirement of 128 semester hours.	
TOTAL.....	128-143

*Note:* A minimum of 64 semester hours of study must be completed in *senior* colleges or universities by students having attended junior colleges. At least the final 30 semester hours must be taken through Gardner-Webb College. Various course formats may be developed.

Listed below is an example of a course format for the full-time student:

### Third Year

#### Fall

Chemistry 305 .....	3
Psychology 396 .....	3
Management 316 .....	3
Nursing 301 .....	3
Nursing 302 .....	5
	<u>17</u>

#### Spring

Biology 335 .....	3
Biology 303 .....	3
Nursing 303 .....	4
Religion 341 .....	3
Physical Education .....	1
*Nursing 405 .....	2
	<u>16</u>

### Fourth Year

#### Fall

Management 403 .....	3
Sociology 340 .....	3
Political Science .....	3
Nursing 401 .....	4
Elective .....	3
	<u>16</u>

#### Spring

Nursing 402 .....	4
Nursing 403 .....	4
Nursing Elective .....	4
Elective .....	3
	<u>15</u>

\*Nursing 405 may be taken either spring of junior year or fall of senior year.

*Note:* If three (3) hours of history and three (3) hours of fine arts have not been completed prior to the enrollment into the upper division, these two courses must be added to the above format.

## Description of Courses

### 101. Fundamentals of Nursing

A study of basic needs of individuals in health and illness. Concepts, principles, and fundamental skills are introduced with emphasis on the role and functions of the Associate Degree nurse. Maslow's theory of the Hierarchy of Needs is presented as a framework for implementing the nursing process and providing continuity and integration of content throughout the nursing curriculum. 4-7-6.

### 111. Pharmacological Concepts in Nursing

Principles and skills utilized in the computation, administration, and actions of medications. Major classifications of drugs are introduced as a basis for continued study of pharmacology throughout the curriculum. 1-0-1.

### 112. Nutritional Needs in Nursing

Basic food groups, dietary constituents, and principles utilized in maintaining adequate nutrition in individuals. The course serves as a foundation for continued study of nutritional therapy throughout the curriculum. 2-0-2.

### 102. Nursing Care Needs of the Adult I

Health care relating to the adult facing stress due to selected common health problems including gastrointestinal, genitourinary, and metabolic disorders. Concepts of prevention, therapy, and rehabilitation serve to guide the student's course of study. Prerequisites: Nursing 101, 111. Corequisite: 112. 4-12-4.

### 103. Nursing Care Needs of the Adult II

Health care of the adult experiencing health problems resulting in alterations of life style and limited mobility. Concepts of prevention, psychological adjustment, and rehabilitation are emphasized. Prerequisites: Nursing 101, 111, 102. 4-12-4.

### **201. Nursing Care Needs Through the Childbearing Cycle**

Health care of mother and infant during the normal maternity cycle and consideration of the high-risk mother and infant. The concepts of family planning with emphasis on health maintenance and teaching serve as guiding factors. Prerequisites: Nursing 101, 111, 102. 4-12-4.

### **202. Nursing Care Needs of Children**

Health care of children utilizing a developmental approach, emphasizing both health maintenance and care of the ill child, considering the child within his family and social unit. Prerequisites: Nursing 101, 111, 112, 102, 201. 4-12-4.

### **203. Nursing to Meet Emotional Needs Throughout the Lifespan**

A study of the person experiencing stress or altered patterns of behavior. Major focus is upon coping mechanisms, appropriate nursing intervention, psychotherapeutic modalities, communication skills, and the formation of therapeutic relationships. The concepts of Maslow's Hierarchy of Needs and the nursing process are utilized. Prerequisites: Nursing 101, 111, 112. 4-12-4.

### **204. Nursing Care Needs of the Adult III**

Health care of the adult experiencing health problems which accompany serious or critical illness or illnesses of a long-term nature. Implementation of the nursing process in complex nursing situations. In addition, emphasis is placed upon integration of concepts, skills, and responsibilities designed to aid in the transition from nursing student to registered nurse. Understanding of the roles of communicator, teacher, and provider and manager of patient care are enhanced through a comprehensive clinical practicum. Prerequisites: Nursing 101, 111, 112, 102, 103, 201, 202, 203. 5-18-5.

### **290. Nursing Seminar**

Major influences on the profession of nursing: selected events, organizations, functions, legal aspects, opportunities, and responsibilities with emphasis on the role of the Associate Degree Nurse and the concept of self-actualization. Prerequisites: Nursing 101, 111, 112, 102, 201, 203. Pre- or co-requisites: Nursing 103, 202, 204. 3-0-3.

### **301. Concepts in Professional Nursing**

Introductory course for transition to professional nursing practice. Explores various concepts and theories basic to professional nursing with emphasis given to emerging roles. Introduces nursing research component in professional nursing practice. Provides the learner with the frame of reference upon which this program is based. 3-0-3.

### **302. Health Assessment**

Skills in conducting a health assessment and carrying out a physical examination of the individual client at various stages of the life cycle are developed and practiced. Emphasis on health promotion and maintenance and the teaching-learning process. The health assessment is based on a holistic view of man. 3-6-5.

### **303. Health Restoration**

Emphasis on restoring the individual client at various stages of his life cycle to a stable health state following a critical upset in his internal environment. Students are also exposed to various aspects of the rehabilitation period following a critical upset. Utilizes the nursing process and applies critical thinking in setting priorities in the provision of nursing care. Emphasis on the utilization of knowledge from the natural and related sciences in making decisions. Pre- or Co-requisites: Nursing 301, 302; Chemistry 305; Biology 335. 3-3-4.

### **401. Family and Community Nursing I**

Explores community agency structure and resources. Assessment of community resources to be used as sources of referrals in meeting total health needs of families is completed by the student. Emphasis placed on family theory, socio-interaction aspects of family life, family developmental cycle and the means by which health care providers may affect change within family systems. Applies nursing process to the family system with the family being the target for preventive, supportive, and therapeutic nursing intervention. Health promotion, maintenance, and rehabilitation for individuals and families are stressed. Family mental health is also a component of this course. Individual health assessments on family members are continued. Pre- or Co-requisites: Nursing 301, 302. 2-6-4.

#### **402. Family and Community Nursing II**

Applies group process, change theories and principles of teaching-learning in meeting health needs of large group systems or aggregates of individuals. Utilizes epidemiological, biostatistical, environmental, sociological and cultural approaches in the analysis of group systems and their health needs. Utilizes critical thinking and decision making in crisis situations involving groups or aggregates of individuals. Prerequisites: Nursing 301, 302, 303; Chemistry 305; Biology 330, 335; Sociology 340. 3-3-4.

#### **403. Leadership/Management in Nursing**

Application of leadership, change and management concepts and skills to nursing. Also explores various approaches in the assessment of the quality of nursing care being rendered. Prerequisites: Nursing 301, 302, 303, 401, 402; Management 316, 403; Sociology 340; Political Science. 3-3-4.

#### **Nursing Electives\***

##### **405. Independent Research Elective\*\***

Utilizing appropriate research methodologies, the student designs a research proposal from a selected problem area of his/her choice. Pre- or Co-requisite: Nursing 301. 0-0-2.

##### **406. Advanced Research Elective**

Implements research proposal developed in Nursing 405. Prerequisite: Nursing 405. 0-0-2.

##### **Nursing 407. Independent Study**

Individual learning experiences in area of student's choice.

Students write a learning contract under faculty direction.

0-0-Variable credit.

\*Other electives will be added based on interest and need.

\*\*Required of all students. The remaining 4 hours of nursing electives are chosen by the students according to their area of interest.

The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required clinical laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester. Campus laboratory activities are included in each clinical course. Nursing 102, 103, 201, 202, 203 and 204 are taught in half semester blocks.

# Registry

## Board of Trustees

Chairman: Hobart C. Smith  
Vice Chairman: Charles Page  
Secretary: George Blanton, Jr.  
Attorney: Joe Mauney  
Treasurer of the Corporation:  
Lloyd C. Bost

### Term Expiring 1984

Louise Blankenship  
Fairview, N.C.  
H. Max Craig, Jr.  
Stanley, N.C.  
George W. Davidson  
State Road, N.C.  
Kyle Graybeal  
Cary, N.C.  
Ronald W. Hawkins  
Statesville, N.C.  
Charles L. Henderson  
Morganton, N.C.  
Thomas E. Hill  
Burlington, N.C.  
W. Frank Marks  
Charlotte, N.C.  
F. Guy Walker  
Raleigh, N.C.

### Term Expiring 1985

J. Wayne Burriss  
Lincolnton, N.C.  
Olna Daves  
Gastonia, N.C.  
Jimmy R. Jacumin  
Connelly Springs, N.C.  
Maylon E. Little  
Raleigh, N.C. \*  
John T. McCulloch  
Charlotte, N.C.  
Timothy Pennell  
Winston-Salem, N.C.  
Hobart C. Smith  
Charlotte, N.C.  
Jewel Valentine  
Charlotte, N.C.  
Tom L. Warren  
Hickory, N.C.

### Term Expiring 1986

George Blanton, Jr.  
Shelby, N.C.  
James Edgar Broyhill  
Winston-Salem, N.C.  
Joseph K. Byrd, Sr.  
Drexel, N.C.  
Grady Duncan  
Belmont, N.C.  
Charles Hicks  
Lake Lure, N.C.  
Donald R. Kincaid  
Lenoir, N.C.  
Charles Page  
Charlotte, N.C.  
Thomas E. Philson  
Charlotte, N.C.  
H. Gene Washburn  
Boiling Springs, N.C.

### Term Expiring 1987

Doug Bell  
Charlotte, N.C.  
Bruce Bowers  
Charlotte, N.C.  
Paul Craven  
Winston-Salem, N.C.  
Fred Flagler  
Winston-Salem, N.C.  
Ann L. Hardy  
Greensboro, N.C.  
Nancy Kistler  
Charlotte, N.C.  
Sam McMahan  
Charlotte, N.C.  
Geoffrey Planer  
Gastonia, N.C.  
Harold Warlick  
High Point, N.C.

---

# Faculty

---

## Faculty\*

CRAVEN EDWARD WILLIAMS (1976)\*\*, D. Min.

*President of the College*

B.A., Wake Forest University; M. Div., Southeastern Baptist Theological Seminary; D.Min., Union Theological Seminary.

JOHN R. DRAYER (1973), Ph.D.

*Vice President for Academic Affairs; Professor, Religion*

B.A., Belmont College; B.D., Th.M., Ph.D., Southern Baptist Theological Seminary; Additional Study, University of North Carolina-Chapel Hill.

GARLAND H. ALLEN (1961), Ph.D.

*Professor, Religion, History*

B.A., Ouachita Baptist College; B.D., Th.M. Ph.D., Southern Baptist Theological Seminary; M.A., Memphis State University; Additional Study, Memphis State University.

ELIZABETH T. ANDERSON, Medical Technology

*Education Coordinator, Charlotte Memorial Hospital and Medical Technology*

B.A., University of North Carolina at Greensboro; Med. Tech., Bowman-Gray School of Medical Technology.

CHARLES S. ANDREWS (1960), Ph.D.

*Chairman, Department of Foreign Languages and Literature; Professor, French, Spanish*

A.B., Wofford College; M.A., Emory University; Additional Study, Sorbonne, University of Paris; Ph.D., Florida State University.

ANDREW N. ASH (1983), Ph.D.

*Assistant Professor, Biology*

B.S., Virginia Military Institute; M.S., North Carolina State University; Ph.D., University of Toronto.

MIRIAM ASH-JONES (1979), M.S.

*Media Librarian*

B.S., University of Florida; M.S., North Carolina State University; Additional Study, University of North Carolina-Greensboro.

MARTHA L. BASKIN (1980), M.S.N.

*Acting Director, Associate Degree Nursing Program; Assistant Professor, Nursing*

B.S.N., Winston-Salem State University, M.S.N., Medical College of Georgia.

\*As defined by the Faculty Constitution.

\*\*The date after a name indicates the first year at Gardner-Webb College.

\*\*\*On leave of absence.

- CAROLYN ANN BILLINGS (1979), D.M.A.  
*Associate Professor, Music*  
 B.M., Salem College, M.M., University of Illinois – Champaign – Urbana; D.M.A., University of Missouri – Kansas City.
- SALLIE L. BLACK (1982), M.A.  
*Instructor, Physical Education*  
 Head Coach, Woman's Basketball, Softball.  
 B.S., M.A., Western Carolina University.
- GILMER WARREN BLACKBURN (1968), Ph.D.  
*Director, Graduate Studies; Professor, History*  
 A.A., Gardner-Webb College; B.A., M.A., Wake Forest University; Ph.D., University of North Carolina – Chapel Hill.
- ROBERT REID BLACKBURN (1958-62; 1969), Ed.D.  
*Chairman, Department of Health Education and Physical Education; Professor, Health Education, Physical Education*  
 A.A., Gardner-Webb College; B.S., Erskine College; M.A., Ed.D., George Peabody College for Teachers.
- ERNEST MONROE BLANKENSHIP (1965), M.A.  
*Acting Chairman, Department of English Language and Literature; Associate Professor, English*  
 B.S., Western Carolina University; M. Div., Southern Baptist Theological Seminary; M.A., Appalachian State University; Additional Study, Appalachian State University, University of North Carolina – Chapel Hill.
- ANNE BARRIER BONDURANT (1983), M.A.  
*Instructor, Psychology*  
 B.A., University of North Carolina – Chapel Hill; M.A., Appalachian State University.
- ERNICE DYSON BOOKOUT (1980), Ph.D.  
*Associate Professor, Education*  
 B.S., East Texas Baptist College; M.Ed., University of North Florida; Ph.D., Florida State University.
- I. GLENN BOTTOMS (1983), Ph.D.  
*Associate Professor, Economics*  
 B.A., Emory University, M.A., University of Ottawa, Ph.D., Georgia State University.
- DAVID M. BOWLES (1983), M.S.L.S.  
*Technical Services Librarian*  
 B.A., University of New Mexico; M.S.L.S., University of Kentucky.
- JOYCE COMPTON BROWN (1966), Ph.D.  
*Professor, English*  
 B.S., M.A., Appalachian State University; Ph.D., University of Southern Mississippi; Additional Study, Appalachian State University.
- LESLIE MORRIS BROWN (1966), Ph.D.  
*Professor, Biology*  
 B.S., M.A., Appalachian State University; Ph.D., University of Southern Mississippi.
- BARBARA N. BURKETT (1979), Ph.D.  
*Chairman, Department of Natural Sciences; Professor, Biology*  
 B.S., North Carolina State University; Ph.D., Western Reserve University.

SUE CHAMPION CAMP (1976), M.A.T., CPS

*Assistant Professor, Business*

B.S., Gardner-Webb College, M.A.T., Winthrop College; Additional Study, University of South Carolina-Columbia; Ed.D. Candidate, University of Tennessee.

JANIE M. CARLTON (1982), Ed.D.

*Chairman, Davis School of Nursing; Director, Baccalaureate Degree Nursing Program; Professor, Nursing*

B.S.N., Lenoir-Rhyne College; M.S.N., Emory University; Ed.D, North Carolina State University.

BETTYE McCLURE CARPENTER (1965), Ed.D.

*Associate Professor, Psychology*

A.A., Gardner-Webb College; A.B., Meredith College; M.A., University of North Carolina-Chapel Hill; Ed.D. Nova University; Additional Study, Appalachian State University, North Carolina State University, University of North Carolina-Chapel Hill, Western Carolina University, City University of New York.

WALLACE REID CARPENTER (1964), M.A., Ed.S.

*Associate Professor, Data Processing*

B.S., M.A., Appalachian State University; Ed.S, Western Carolina University; Additional Study, University of North Carolina-Chapel Hill, Western Carolina University.

RALPH LOGAN CARSON (1973), Ph.D.

*Associate Professor, Religion*

A.B., Shaw University; B.D., Hartford Seminary; Th.M., Louisville Presbyterian Seminary; Ph.D., Drew University.

LIBBY W. CARSWELL (1982), M.A.

*Instructor, Mathematics*

B.S., M.A., Appalachian State University.

JEFFREY (CHIT-FU) CHANG (1966), Ph.D.

*Associate Professor, Mathematics*

B.S., M.S., Western Illinois University; Ph.D., University of Georgia.

TIMOTHY Y. CHERRY (1981), M.A.A.E.

*Assistant Professor, Art*

B.S., M.A.A.E., Appalachian State University, Ph.D., Candidate, North Texas State University.

PERVY AUGUSTUS CLINE, JR. (1966), M.Div., M.A.

*Associate Professor, Ancient Languages and Literature*

B.A., Wake Forest University; B.D., M.Div., Southern Baptist Theological Seminary; M.A., University of North Carolina-Chapel Hill; Additional Study, University of North Carolina-Chapel Hill.

RITA D. CONNER (1983), M.S.N.

*Assistant Professor, Nursing*

B.S.N., Western Carolina University; M.S.N., University of North Carolina-Greensboro.

BARBARA JENSEN CRIBB (1969), M.Ed., Ed.S.

*Associate Professor, Education, Art*

B.S., Mississippi College; M.Ed., North Texas State University; Ed.S., Western Carolina University; Additional Study, Western Kentucky University, Campbellville College, University of Florida, University of South Carolina-Spartanburg.



GEORGE ROBERT CRIBB (1969), Ed.D.

*Chairman, Department of Fine Arts; Professor, Music*

B.A., Wake Forest University; M.A., Teachers College, Columbia University; Ed.D., North Texas State University; Additional Study, University of Kentucky, University of York (England), Hartt College of Music—University of Hartford, Westminster Choir College.

ALICE RAE CULLINAN (1974), Ed.D.

*Associate Professor, Religious Education, Religion*

B.A., Carson-Newman College; M.R.E., Ed.D., Southwestern Baptist Theological Seminary.

BEVERLY ROBBINS DAVIS (1973-77, 1978-80, 1982), B.S.N.

*Instructor, Nursing*

A.A., Gardner-Webb College; B.S.N., Lenoir-Rhyne College; Additional Study, Clemson University.

ROBERT LEE DECKER (1970), Ed.D.

*Associate Professor, Music*

B.M., University of Miami; M.R.E., Southern Baptist Theological Seminary; M.A., Appalachian State University; Ed.D., University of North Carolina at Greensboro.

DAVID A. DEGRAAF (1980), Ph.D.

*Associate Professor, Science Education*

B.A., Calvin College; M.A., Western Michigan University; Ph.D., Western Michigan University.

DAVID A. DOWD (1984), M.Ed.

*Assistant Football Coach; Instructor, Physical Education*

B.A., Guilford College; M.Ed., A & T State University.

ANTHONY FINLEY EASTMAN (1966), Ph.D.

*Professor, History*

B.A., Union University; M.A., Memphis State University; Ph.D., University of Southern Mississippi.

TERRY L. FERN (1980), M.M.

*Associate Professor, Music*

B.M., Oklahoma Baptist University; M.M., University of Louisville; D.M.A. Candidate, North Texas State University.

ROGER GARY GADDIS (1974), Ph.D.

*Chairman, Department of Psychology; Professor, Psychology*

B.A., University of North Carolina—Charlotte; M.A., University of Tennessee; Ph.D., University of South Carolina; Additional Study, Appalachian State University.

FRANKLIN KEITH GRIGGS\*\*\* (1965), M.A., Ed.S.

*Assistant Dean for Special Studies*

*Assistant Professor, Business, Data Processing*

B.S., M.A., Appalachian State University; M.Ed., University of North Carolina—Charlotte; Ed.S., Western Carolina University.

NELL SELF GRIGGS (1965), M.A.

*Assistant Professor, Health Education, Physical Education*

A.B., Lenoir-Rhyne College; M.A., Appalachian State University; Additional Study, Western Carolina University, University of North Carolina—Charlotte.

- BARRY EDMOND HAMBRIGHT (1969), Ph.D.  
*Professor, History, Political Science*  
 A.A., Gardner-Webb College; B.A., Carson-Newman College; M.A., University of Massachusetts; Ph.D., University of South Carolina.
- JOHNNIE HAMRICK (1982), M.A.  
*Instructor, Developmental Reading*  
 B.S., M.A., Gardner-Webb College.
- JAMES D. HARTMAN (1983), M.B.A.  
*Instructor, Management*  
 A.A., Gardner-Webb College; A.B., Wofford College; M.B.A. University of South Carolina.
- PATRICIA BLANTON HARRELSON\*\*\* (1975), M.Mus.  
*Assistant Professor, Music*  
 B. Mus., North Carolina School of the Arts; M.Mus., Converse College; Additional study, University of Florida, University of North Carolina-Greensboro.
- CHARLES A. HELMS (1981), M.A.  
*Assistant Professor, Business*  
 B.S., Appalachian State University; M.A., Appalachian State University; Additional Study, University of Missouri, University of South Carolina, Virginia Commonwealth University, Old Dominion University, Georgia State University.
- JOSEPH L. HUGHEY, IV\*\*\* (1979), Ph.D.  
*Associate Professor, Chemistry*  
 B.S., Georgia Institute of Technology; Ph.D., University of North Carolina-Chapel Hill; Additional Study, Ohio State University, Rutgers University.
- DELORES M. HUNT (1978-80; 1982), D.A.  
*Associate Professor, Health Education, Physical Education*  
 B.S., Auburn University, M.Ed., D.A., Middle Tennessee State University.
- THELMA J. HUTCHINS (1983), M.S.L.S.  
*Library Director*  
 A.A., Mars Hill College; B.A., Wake Forest University; B.D., Southeastern Baptist Theological Seminary; M.S.L.S., University of North Carolina-Chapel Hill; Ph.D. Candidate, Florida State University.
- MARION LANSFORD JOLLEY (1957), M.A., Ed.S.  
*Chairman, Department of Social Sciences; Professor, Social Science*  
 A.A., Gardner-Webb College; B.A., Wake Forest University; M.A., Ed.S., George Peabody College for Teachers; Additional Study, George Peabody College for Teachers, Florida State University, University of North Carolina-Greensboro.
- PAUL WISEMAN JOLLEY (1962), Ed.D.  
*Chairman, Department of Mathematical Sciences; Professor, Mathematics*  
 B.S., M.A., Appalachian State University; M.A.T., University of North Carolina-Chapel Hill; Ed.D., Florida State University.
- DORIS JONES (1956), M.R.E., M.A.T.  
*Associate Professor, Sociology*  
 B.A., Furman University; M.R.E., Southwestern Baptist Theological Seminary; M.A.T., University of North Carolina-Chapel Hill; Additional Study, University of Colorado, University of North Carolina-Chapel Hill, University of Tennessee.

THOMAS H. JONES (1982), Ph.D.

*Assistant Professor, Biology*

B.S., Methodist College, Fayetteville; M.S., North Carolina State University; Ph.D., North Carolina State University.

DONALD J. KEMERAIT (1981), M.S.

*Assistant Professor, Management Information Systems*

A.A., Daytona Beach Junior College; B.S., University of Florida; M.S., University of South Florida.

ROBERT L. LAMB (1962-77; 1979), Ed.D.

*Professor, Religious Education, Religion*

B.A., Stephen F. Austin State College; M.R.E., Ed.D., Southwestern Baptist Theological Seminary; Additional Study, Westminster Choir College; Baylor University, University of Houston, North Carolina State University, Appalachian State University.

MICHAEL H. LEAKAN, M.D.

*Associate Pathologist (Charlotte Memorial Hospital in Medical Technology)*

B.A., Loyola College; M.D., University of Maryland.

MARCIA M. MILLER (1977), M.S.N.

*Assistant Professor, Nursing*

B.S.N., University of Michigan; M.S.N., University of North Carolina—Chapel Hill, Additional Study, University of Texas—Austin.

DAN M. MOORE (1984), D.B.A.

*Professor, Management*

B.S., University of Virginia; M.B.A., D.B.A., Georgia State University.

ROBERT EARLE MORGAN (1967), Ph.D.

*Professor, French, Mathematics*

A.B., Lenoir-Rhyne College; M. Ed., Ph.D., University of North Carolina—Chapel Hill; Additional Study, University of North Carolina—Chapel Hill.

ROBERT EARNSHAW MORRIS\*\*\* (1976) Ph.D.

*Associate Professor, Mathematics, Physics*

B.S., Stetson University; M.S., Ph.D., University of North Carolina—Chapel Hill.

MARION VANN MURRELL (1967), Ph.D.

*Chairman, Department of Religious Studies and Philosophy; Professor, Religion*

B.A., Wake Forest University; B.D., Southeastern Baptist Theological Seminary; Ph.D., University of Edinburg (Scotland); Additional Study, Duke University, University of Heidelberg (West Germany).

L. WRAY NOLTING (1981), Ed.D.

*Assistant Professor, Education*

B.A., M.S.Ed., University of Kansas, Ed.D., University of Florida.

ARTHUR GEORGE NUHRAH (1969), Ph.D.

*Professor, History*

B.A., M.A., Ph.D., The Tulane University of Louisiana; Postdoctoral Study, University of Texas, Duke University.

JULIAN E. O'NEAL (1980), M.B.A.

*Assistant Professor, Economics*

B.S., M.B.A. Western Carolina University; Additional Study, University of Tennessee.

- THIRLEN OSBORNE (1957), M.A.  
*Professor, English*  
 A.B., Kentucky Wesleyan College; M.A., University of Kentucky; Ph.D., Candidate  
 University of North Carolina—Chapel Hill.
- CLARENCE SHERMAN PARRISH (1970), Ph.D.  
*Professor, Chemistry*  
 A.B., Berry College; Ph.D., University of Mississippi.
- JACK G. PARTAIN (1983), Th.D.  
*Professor, Religion*  
 B.A., Baylor University, B.D., Th.D., Southwestern Baptist Theological Seminary.
- PHIL DANIEL PERRIN (1969), D.M.A.  
*Professor, Music*  
 B.S., University of Tennessee; M.C.M., D.M.A., Southwestern Baptist Theological  
 Seminary; Additional Study, Westminster Choir College.
- LAUNITA EYE PROCTOR (1969), Ph.D.  
*Professor, Health Education, Physical Education*  
 A.A., Kansas City Junior College; B.S., Oklahoma Baptist University; M.R.E., South-  
 western Baptist Theological Seminary; M.Ed., Texas Christian University; Ed.S, Appa-  
 lachian State University; Ph.D., Vanderbilt University; Additional Study, University of  
 Virginia.
- PATSY S. QUEEN (1978), M.S.N.  
*Assistant Professor, Nursing*  
 B.S.Ed., B.S.N., Western Carolina University; M.S.N., University of Texas, Austin.
- DENNIS P. QUINN (1981), M.A.  
*Assistant Professor, Developmental English*  
 B.A., M.A., Bowling Green State University, Ph.D. Candidate, Bowling Green State  
 University.
- CAROL B. RELICK (1982), M.Ed.  
*Director, Program for the Deaf*  
 B.A., M.Ed., University of Pittsburgh.
- LARRY L. SALE (1971), Ed.D.  
*Assistant Academic Vice President for Special Studies; Professor, Education*  
 B.S., M.A., Appalachian State University; Ed.D., Indiana University.
- JOY YOUNG SANDIFER (1967), M.L.S.  
*Reference Librarian*  
 B.A., Mississippi College; M.L.S., University of Mississippi; Additional Study, Appa-  
 lachian State University.
- DENZIL RALPH SCHOOLCRAFT (1972), Ed.D.  
*Professor, Education*  
 B.Ed., M.Ed., University of Miami, Ed.D., University of Georgia.
- MANUEL ALLEN SETZER (1965), M.A.T.  
*Associate Professor, Spanish*  
 A.B., Lenoir-Rhyne College; M.A.T., University of North Carolina—Chapel Hill; Addi-  
 tional Study, University of New Mexico, La Universidad Interamericana (Mexico).

PETER (JAU-SHYONG) SHIUE (1982), Ph.D.

*Associate Professor of Mathematics and Computer Science*

B.S., National Taiwan Normal University, Taiwan; M.S., Ph.D., Southern Illinois University.

STANLEY R. SMEDLEY (1974-75; 1981), Ph.D.

*Assistant Professor, Sociology*

A.A., Wesley Junior College; B.S., Wittenberg University; M.S., North Carolina State University; Ph.D., Pennsylvania State University; M.B.A. Candidate, Clemson University.

JOHN P. SNYDER (1978), M.A.S., CPA

*Chairman, Broyhill School of Management; Assistant Professor, Business*

B.S., M.A.S., Johns Hopkins University; Ph.D. Candidate, University of South Carolina-Columbia.

PAMELA S. SPRANG (1983), M.S.

*Instructor, Nursing*

A.D.N., Columbus Technical Institute; B.S.N., University of South Carolina-Spartanburg; M.S., University of North Carolina-Chapel Hill.

THEODORE A. STANLEY (1980), M.M.

*Assistant Professor, Music*

B.A., Duke University; B.M., M.M., Florida State University; additional study, Florida State University.

WILLIAM B. STOWE (1965-68; 1969), Ph.D.

*Director of the Communications Program; Professor, English*

B.A., St. Andrews Presbyterian College; M.A., Appalachian State University; Ph.D., University of South Carolina.

CHARLES OLAND SUMMERS (1976), M.A., Ed.S.

*Assistant Professor, Music*

A.B., M.A., Indiana State University, Terre Haute; Ed.S., Ball State University; D.A. Candidate, Ball State University.

JAMES KANIPE TAYLOR (1964), Ph.D.

*Professor, English; Director, Summer Enrichment Experience Program*

B.A., Carson-Newman College; M.A., Appalachian State University; Ph.D., Indiana University of Pennsylvania.

MARY LEE TAYLOR (1983), Ed.D.

*Director of Counseling Services; Assistant Professor, Psychology*

B.A., Greensboro College; M.A., University of Alabama; Ed.D., Florida State University.

EVAN W. THOMPSON (1982), M.A., Ed.S.

*Assistant Professor, Management*

B.A., Warren Wilson College; M.A., Ed.S., Appalachian State University.

SHIRLEY PUTMAN TONEY\*\*\* (1965), M. Ed.

*Assistant Professor, Nursing*

R.N., North Carolina Baptist Hospital School of Nursing; B.S., Wake Forest University; M.Ed., North Carolina State University; Additional Study, Southwestern Baptist Theological Seminary, University of Texas-Austin.

JEFF TUBBS (1982), D.A.

*Assistant Professor Health Education, Physical Education  
Coordinator of Intramurals*

B.A., Bryan College; M.S., D.A., Middle Tennessee State University.

JOHN D. WHITEHEART (1982), M.B.A.

*Assistant Professor, Business*

A.B., M.A., University of North Carolina—Chapel Hill; M.B.A. Western Carolina University.

RICHARD F. WILSON (1982), Ph.D.

*Assistant Professor, Religion*

B.A., Mississippi College; M.Div., Ph.D., Southern Baptist Theological Seminary.

### **Adjunct Instructors**

ELIZABETH BENNETT (1976), M.C.M.

*Adjunct Instructor, Piano, Organ*

B.C.M., Furman University; M.C.M., Southern Baptist Theological Seminary.

NAN FRANCIS GREGG (1975), B.M.

*Adjunct Instructor, Voice*

B.M., Westminster Choir College; M.A., Equivalent, Long Island University, Hofstra University.

STEVE HARRILL (1980), B.A.

*Adjunct Instructor, Voice*

B.A., Pfeiffer College; M.M., Converse College

ROBERT CHRISLEY McKINNEY, (1982)

*Adjunct Instructor, Theatre Arts*

B.A., High Point College; M.A., University of North Carolina—Chapel Hill.

ELIZABETH MINUS (1973), M.A.

*Adjunct Instructor, Voice*

B.A., Columbia College; M.A., University of North Carolina—Chapel Hill; Additional Study, Westminster Choir College.

KATHRYN MUSSELWHITE (1973), M.A.

*Adjunct Instructor, Piano*

B.M. Flora McDonald College; M.A., Appalachian State University

# Administrative Staff, 1984-85

## Office of the President

Craven E. Williams, D. Min. (Union Theological Seminary), President of the College  
Lynn Harand, B.A. (University of North Carolina—Chapel Hill), Assistant to the President

## Office of the College Minister

Monroe Maston Ashley, B.A. (Furman University), M. Div. (Southeastern Baptist Theological Seminary), College Minister  
Glenda M. Dalton, Secretary

## Office of Vice-President for Academic Affairs

John R. Drayer, Ph.D. (Southern Baptist Theological Seminary), Vice President for Academic Affairs  
Mildred B. Poston, A.A. (Gardner-Webb College), Administrative Assistant to the Vice-President for Academic Affairs  
Gerald L. White, B.S. (Delta State University), M. Ed., Ed.D. (Mississippi State University), Director of Tutorial Program  
Maria Aldridge, Secretary, Broyhill School of Management  
Elaine Ashley, Secretary, Health and Physical Education Department  
Jacqueline Curtis, Secretary, Davis School of Nursing  
Kathryn E. Holbrook, Secretary, Education Department  
Margaret H. King, B.S.M. (Southern Baptist Theological Seminary), Secretary, Department of Fine Arts  
Janet Morton, Secretary, Davis School of Nursing—Statesville Campus

## Office of Admissions

Richard H. Holbrook, M.Ed. (Boston University), Dean of Admissions and Enrollment Planning  
Randy K. Kilby, B.A. (Gardner-Webb College), Associate Director of Admissions  
Mildred Leigh Rigney, M.S. (Radford University), Associate Director of Admissions  
Bettie Anne Jenkins, B.A. (East Carolina University), Admissions Counselor  
Laura Ellen Price, B.S. (Gardner-Webb College), Admissions Counselor  
Shirley Cook Lail, B.S. (Gardner-Webb College), Lead Development Assistant  
Carolyn Brown, Secretary/Receptionist

## Office of Special Studies

Larry L. Sale, Ed.D. (Indiana University), Assistant Academic Vice President for Special Studies  
Franklin Keith Griggs, Ed. S. (Western Carolina University), Assistant Dean for Special Studies  
Joyce B. Summers, B.S. (Indiana State University, Terre Haute), Secretary  
Margaret H. King, B.S.M. (Southern Baptist Theological Seminary), Secretary

## Office of Graduate Studies

Gilmer W. Blackburn, Ph.D. (University of North Carolina—Chapel Hill), Director of Graduate Studies

### **Program for the Blind**

Nell S. Kilpatrick, M.Ed. (University of North Carolina—Chapel Hill), Director,  
Program for the Blind

### **Program for the Deaf**

Carol B. Rellick, M.Ed. (University of Pittsburgh), Director, Program for the Deaf

### **The Broyhill Academy**

Director of the Broyhill Academy for the Study of Independent Concepts  
Pamela Crawley Scruggs, Secretary

### **The B. E. Morris Academy**

Garland A. Hendricks, Th.B. (Southern Baptist Theological Seminary), Director of the  
B. E. Morris Academy for Christian Studies

### **Office of Data Processing**

Dan W. Proctor, Ph.D. (Southwestern Baptist Theological Seminary), Director of  
Data Processing and Computer Operations

### **Office of the Registrar**

Robert W. Abrams, A.A. (Gardner-Webb College), A.B. (Wake Forest University),  
M.Div. (Southern Baptist Theological Seminary), Registrar  
Betty H. Logan, M.A. (Appalachian State University), Transcript Evaluation Officer  
Barbara B. Merritt, Secretary

### **Office of Financial Aid**

Marie B. Martin, B.S. (Gardner-Webb College), Director of Financial Aid  
Joetta Eastman, Assistant Director of Financial Aid  
Deborah Costner, Secretary

### **Library**

Thelma Hutchins, Advanced M.L.S. (Florida State University), Library Director  
Miriam Ash-Jones, M.S. (North Carolina State University), Media Librarian  
David Bowles, M.L.S. (University of Kentucky), Technical Services Librarian  
Joy Y. Sandifer, M.L.S. (University of Mississippi), Reference Librarian  
Lynn Carpenter-Keeter, B.A. (Gardner-Webb College), Library Executive Secretary  
Carolyn B. Hunt, Technical Processing Assistant  
Mary B. Jones, Technical Processing Assistant  
Stella Shiue, Acquisitions Assistant  
Vicki S. Walker, B.S. (Gardner-Webb College), Circulation Supervisor



## **Office of Vice-President for Business and Finance**

Barry D. Hartis, B.S. (University of North Carolina—Charlotte), CPA, Vice-President  
for Business and Finance

Wayne A. Brunnick, B.S. (Oregon State University), Business Manager

Novella M. Blanton, Assistant to Vice President for Business & Finance —  
Administrative

Joann W. Lutz, Assistant to Vice President for Business & Finance — Accounting

Shirley B. Pyron, Secretary/Cashier

Lynn B. Thomas, B.S. (Gardner-Webb College), Secretary/Cashier

Jane V. Raduly, Bookkeeper, Financial Aid Department of Business Office

Gail W. Helton, A.A.S. (Cleveland Technical College), Staff Accountant

Shirley H. Washburn, Switchboard Operator

## **Bookstore**

Dennis Aldridge, B.S. (Gardner-Webb College), Bookstore Manager

Beth J. Houser, Assistant to the Bookstore Manager

## **Physical Plant Operations**

James Martin, Superintendent of Buildings and Grounds

D. Charles Gamble, Jr., B.S. (North Carolina State University), Director of Grounds

Langdon Hamrick, Assistant in Physical Plant Operations

Julius Hoyle, Assistant in Physical Plant Operations

Clifford Ledford, Assistant in Physical Plant Operations

Nellie Hawkins, Secretary

## **Support Services**

Director of Support Services, Student Work Coordinator and Housekeeping Staff

## **Security and Traffic**

Gordon Washburn, Director of Security and Traffic

David L. Helton, Security Officer

Larry J. Thomas, B.A. (Gardner-Webb College), Security Officer

Wayne Greene, Security Officer

## **Office of the Director of Development**

Dianne Ledbetter, A.A. (Chowan College), B.A. (Guilford College), M.Div.

(Southeastern Baptist Theological Seminary), Development Associate

Max Padgett, A.A. (Gardner-Webb College), B.A. (Wofford College), M.A. (Appa-  
lachian State University), Development Associate

Evans Whitaker, B.S. (Gardner-Webb College), Development Associate

Janelle H. Hicks, Development Assistant

Pam Davis, B.S. (Gardner-Webb College), Development Assistant

Glenda Crotts, Administrative Assistant to the Director of Development

Libby C. Alexander, M.M. (Northwestern University), Placement Coordinator

### **Office of Information Services**

- David Robertson, M.A. (Florida State University), Director of Information Services  
Karen U. Gamble, A.A. (Central Piedmont Community College), Information Services  
Writer  
Dwight Reid, A.A. (Central Piedmont Community College), Information Services  
Graphic Designer  
Patricia L. Hamrick, B.S. (Gardner-Webb College), Secretary

### **Radio Station**

- M. Allen Setzer, M.A.T. (University of North Carolina—Chapel Hill), Manager, Radio  
Station WGWG-FM

### **Office of the Vice President for Student Services**

- Melvin R. Lutz, Jr., A.A. (Gardner-Webb College) B.A. (Mars Hill College), M.A.  
(Florida State University), Additional Study (Florida State University), Vice President  
for Student Services  
Ruth C. Kiser, A.A. (Wingate College), B.S. (Carson-Newman College), M.R.E. (New  
Orleans Baptist Theological Seminary), M.A. (Appalachian State University),  
Director of Women's Services  
Gerald L. White, Ed.D. (Mississippi State University), Director of Men's Services  
Vickie S. Webb, A.A.S. (Cleveland Technical College), Secretary

### **Dormitories**

- Ila M. Cole, Resident Director, Nanney  
Isabel B. Harkins, Resident Director, H.A.P.Y.  
Lynn Thomas, B.S. (Gardner-Webb College), Resident Director, Campus House

### **Office of the Athletic Director**

- Randall L. Alexander, B.S. (Gardner-Webb College), Assistant to Athletic Director,  
Sports Information Director, Executive Director, Bulldog Club; Tennis Coach  
Pamela Crawley Scruggs, Secretary  
H. Woodrow Fish, Jr., B.S., M.A. (Gardner-Webb College), Head Football Coach  
David Allan Dowd, B.A. (Guilford College), M.Ed. (A&T State University), Assistant  
Football Coach; Instructor, Physical Education  
Jackie L. Queen, B.A. (Furman University), M.Ed. (Winthrop College), Assistant  
Football Coach  
Jim R. Wiles, A.B. (Lenoir Rhyne College), M.A. (Western Carolina University), Head  
Basketball Coach  
J. William Ellis, B.S. (Gardner-Webb College), Assistant Basketball Coach; Assistant  
Director, Bulldog Club  
Sallie L. Black, B.S., M.A. (Western Carolina University), Head Coach Women's  
Basketball, Softball  
Garland H. Allen, Ph.D. (Southern Baptist Theological Seminary), Golf Coach  
Lillian B. Collins, Women's Tennis Coach  
Ozzie McFarland, B.S., M.A. (Gardner-Webb College), Baseball Coach  
Fain Hamrick, A.A. (Gardner-Webb College), B.S. (Appalachian State University),  
Women's Volleyball Coach

# Alumni Association

**Membership.** All former students in attendance at least one semester, graduates and non-graduates, are considered members of the Alumni Association.

**Meetings.** A general business meeting and banquet are held in the spring. Officers and directors meet quarterly.

**Purpose.** The purpose of the Alumni Association is to provide an opportunity for the alumni to express their interest in the College through voluntary service, to keep in constant communication with the members of the Association, to promote the welfare of the entire College for the mutual benefit of both the College and the alumni, and to organize chapters.

**Program.** In addition to the spring meeting, the Alumni Association promotes and supports Homecoming in the fall and Alumni Day in the spring. Main emphases are communication and fellowship between the alumni and the College community and support of the College and its programs by the alumni, especially through the Annual College Fund. Chapters schedule their own meetings.

**Alumnus of the Year.** Selection is made by the Awards Committee of the Alumni Association Board of Directors and approved by the Board of Trustees of the College. The award is presented by the President of the Alumni Association at the spring banquet.

**Distinguished Service Awards.** Selections are made by the Awards Committee of the Alumni Association Board of Directors. Three awards are presented in the spring to individual alumni for: service to denomination and church, service to community, and service to Gardner-Webb College.

## Placement Office

It is recommended that graduating seniors register with the Placement Office. Placement files containing a resumé and recommendations are maintained for alumni as well as current seniors who have submitted their credentials.

Contacts with potential employers are arranged through on-campus interviews and through job listings by various companies.

The Placement Office director is a member of the North Carolina Placement Association, the Southern College Placement Association, and the College Placement Council.

# Academic Calendar 1984-85\*\*

## First Semester

August 16-17	Thursday and Friday — Faculty Workshop.
August 18	Saturday — Arrival of New and Transfer Students.
August 19	Sunday — Worship Service and Parents' Orientation.
August 20-27	Monday through Monday — Orientation of New and Transfer Students.
August 23	Thursday — Registration of all Freshmen and all Transfer Students.
August 24	Friday — Readmitted Students and Returning Students not Pre-Registered See Advisers.
August 27	Monday — Registration for Returning Students.
August 28	Tuesday, 8:00 a.m. — Full Class Schedule.
August 30	Thursday, 9:30 a.m. — Fall Convocation.
October 1-5	Monday through Friday — Religious Emphasis Week.
October 11-12	Thursday and Friday — Mid-term Reports.
October 12	Friday, after classes — Fall Holidays begin.
October 17	Wednesday, 8:00 a.m. — Classes resume.
October 27	Homecoming Day.
November 21	Wednesday, after classes — Thanksgiving Holidays begin.
November 26	Monday, 8:00 a.m. — Classes resume.
December 7	Friday — Last day of classes.
December 10-14	Monday through Friday — First Semester Examinations.

## Second Semester

January 7	Monday — Boarding Students return.
January 8-9	Tuesday and Wednesday — Registration.
January 10	Thursday, 8:00 a.m. — Classes resume.
February 4-8	Monday through Friday — Religious Emphasis Week.
February 28-March 1	Thursday and Friday — Mid-term Reports.
March 1	Friday, after classes — Spring holidays begin.
March 11	Monday, 8:00 a.m. — Classes resume.
April 4	Thursday, after classes — Easter Holidays begin.
April 10	Wednesday, 8:00 a.m. — Classes resume.
April 13	Saturday, 6:15 p.m. — Alumni Banquet.
April 19-20	Friday and Saturday — Spring Jubilee.
May 3	Friday — Examination Study Period.
May 6-10	Monday through Friday — Second Semester Examinations.
May 11	Saturday, 10:00 a.m. — Graduation.

## 1985 Summer Session (First Term)

Regular Undergraduate Program, including GOAL students*	
May 27	Monday — Registration
May 28	Tuesday — Classes begin.
June 28	Friday — Term ends.

## **1985 Summer Session (Second Term)**

Regular Undergraduate Program, including GOAL students\*

July 1	Monday Registration.
July 2	Tuesday — Classes begin.
July 4	Thursday — Holiday.
August 3	Saturday — Graduation.

## **1985 Graduate Program (one 6-weeks session)**

May 27	Monday — Registration.
June 10	Monday — Classes begin.
July 19	Friday — Term ends.

\*Check with Assistant Academic Vice President for Special Studies for more detailed information.

\*\*The College reserves the right to change any dates due to emergencies.

# Academic Calendar 1985-86

## First Semester

August 15-16	Thursday and Friday — Faculty Workshop.
August 17	Saturday — Arrival of New and Transfer Students.
August 18	Sunday — Worship Service and Parents' Orientation.
August 19-26	Monday through Monday — Orientation of New and Transfer Students.
August 22	Thursday — Registration of all Freshmen and all Transfer Students.
August 23	Friday — Readmitted Students and Returning Students not Pre-Registered See Advisers.
August 26	Monday — Registration for Returning Students.
August 27	Tuesday, 8:00 a.m. — Full Class Schedule.
August 29	Thursday, 9:30 a.m. — Fall Convocation.
September 23-27	Monday through Friday — Religious Education Week.
October 10-11	Thursday and Friday — Mid-term Reports.
October 11	Friday, after classes — Fall Holidays begin.
October 16	Wednesday, 8:00 a.m. — Classes resume.
October 26	Homecoming Day.
November 27	Wednesday, after classes — Thanksgiving Holidays begin.
December 2	Monday, 8:00 a.m. — Classes resume.
December 6	Friday — Last day of classes.
December 9-13	Monday through Friday — First Semester Examinations.

## Second Semester

January 6	Monday — Boarding Students return.
January 7-8	Tuesday and Wednesday — Registration.
January 9	Thursday, 8:00 a.m. — Classes resume.
February 10-14	Monday through Friday — Student Led Revival.
February 27-28	Thursday and Friday — Mid-term Reports.
February 28	Friday, after classes — Spring Holidays begin.
March 10	Monday, 8:00 a.m. — Classes resume.
March 27	Thursday, after classes — Easter Holidays begin.
April 2	Wednesday, 8:00 a.m. — Classes resume.
April 12	Saturday, 6:15 p.m. — Alumni Banquet.
April 25-26	Friday and Saturday — Spring Jubilee.
May 2	Friday — Examination Study Period.
May 5-9	Monday through Friday — Second Semester Examinations.
May 10	Saturday, 10:00 a.m. — Graduation.

## 1986 Summer Session (First Term)

Regular Undergraduate Program, including GOAL students\*

May 26	Monday — Registration.
May 27	Tuesday — Classes begin.
June 27	Friday — Term ends.

## 1986 Summer Session (Second Term)

Regular Undergraduate Program, including GOAL students\*

June 30	Monday — Registration.
July 1	Tuesday — Classes begin.
July 4	Friday — Holiday.
August 2	Saturday — Graduation.

# Index

# Page

Academic Calendar . . . . .	159
Academic Information . . . . .	41
Accreditation . . . . .	3
Administration . . . . .	151
Admissions . . . . .	10
Advanced Standing . . . . .	12
Alumni Association . . . . .	155
Art . . . . .	73
Associate Degree Program . . . . .	46
Athletics . . . . .	35
Attendance Regulations . . . . .	42
B. E. Morris Academy . . . . .	5
Baccalaureate Program . . . . .	47
Biology . . . . .	99
Board of Trustees . . . . .	141
Broyhill Academy . . . . .	5
Broyhill School of Management . . . . .	51
Buildings . . . . .	8
Campus Code . . . . .	34
Chemistry . . . . .	100
Communications Studies . . . . .	67
Computer Science . . . . .	94
Continuing Education . . . . .	7
Convocation . . . . .	50
Criminal Justice . . . . .	118
Developmental Program . . . . .	47
Education . . . . .	59
Engineering . . . . .	94
English . . . . .	65
Expenses . . . . .	15
Faculty . . . . .	142
Financial Assistance . . . . .	17
Financial Information . . . . .	15
Fine Arts . . . . .	71
Foreign Language . . . . .	79
French . . . . .	79
General Information . . . . .	3
Geology . . . . .	105
Geography . . . . .	119
German . . . . .	82
GOAL Program . . . . .	7
Grading System . . . . .	43
Graduate Program . . . . .	8
Graduation Requirements . . . . .	46
Greek . . . . .	82
Guidance and Counseling . . . . .	36
Health Education . . . . .	87
Hebrew . . . . .	83
History . . . . .	116

History of the College . . . . .	3
Honors and Awards . . . . .	44
Housing . . . . .	37
Independent Study . . . . .	7
Library . . . . .	9
Mathematics . . . . .	93
Medical Technology . . . . .	124
Music . . . . .	71
Natural Sciences . . . . .	99
Nursing . . . . .	128
Philosophy . . . . .	115
Physical Education . . . . .	85
Physician Assistant . . . . .	124
Physics . . . . .	97
Placement Office . . . . .	155
Political Science . . . . .	121
Program for the Blind . . . . .	6
Program for the Deaf . . . . .	5
Psychology . . . . .	107
Publications . . . . .	35
Purpose of the College . . . . .	3
Readmission . . . . .	13
Recreation Studies . . . . .	86, 111
Religion . . . . .	110
Religious Activities . . . . .	35
Religious Education . . . . .	114
Retention Requirements . . . . .	45
Satisfactory Progress . . . . .	17
Scholarships, Loan Funds . . . . .	19
Science Education . . . . .	105
Sign Language Studies . . . . .	125
Summer Enrichment Experience (SEE) Program . . . . .	7
Social Sciences . . . . .	116
Sociology . . . . .	116
Spanish . . . . .	80
Special Studies Program . . . . .	7
Student Life . . . . .	33
Student Services . . . . .	33
Summer School . . . . .	7
Theatre Arts . . . . .	78
Transfer Students . . . . .	12
Withdrawal . . . . .	42

*Gardner-Webb College reserves the right to make necessary changes without further notice.*

*Gardner-Webb College is committed to equality of opportunity in all areas of education and employment and does not practice or condone discrimination in any form against applicants, students, or employees on the basis of race, color, national origin, religion, sex, age, or handicap.*

*Gardner-Webb College, Boiling Springs, North Carolina 28017  
Telephone 704-434-2361*





